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ABSTRACT

DESCRIBED AS A WORKING PLAN TC ASSIST ELEMENTARY SPECIAL EDUCATION TEACHERS IN PROGRAMMING, THE GUIDE IS PREFACED BY DISCUSSIONS OF THE PHILOSOPHY OF SPECIAL EDUCATION AND THE GOALS AND CHARACTERISTICS OF THE EDUCABLE MENTALLY HANDICAPPED. THE CURRICULUM AREAS COVERED ARE LANGUAGE ARTS AND THE PRIMARY STUDIES OF LANGUAGE ARTS, READING, ARITHMETIC, SOCIAL STUDIES, SCIENCE, HEALTH AND SCIENCE, AND ART. THE INTERMEDIATE LEVEL OF EACH AREA IS ALSO INCLUDED WITH THE ADDITION CF HANDWRITING AND SPELLING. THE EXPECTED ACHIEVEMENTS IN BOTH RANGES ARE INDICATED, AND APPENDIXES OF THE DOLCH BASIC SIGHT VOCABULARY, SIGNS, SAMPLE LESSON PLANS, FILMS, AND A BIBLIOGRAPHY ARE PROVIDED. (JM)

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ELEMENTARY

EMR CURRICULUM GUIDE

Department of Special Education
Charlotte-Mecklenburg Schools

ED036011

CURRICULUM GUIDE

Primary - Intermediate

Charlotte-Mecklenburg Schools

Charlotte, North Carolina

Dr. William C. Self, Superintendent
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1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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General Introduction and Purpose

As the special education program in the Charlotte-Mecklenburg Schools expanded, it became increasingly evident that a working curriculum guide was necessary in order to more fully meet the needs of all special education children, and in order to provide sequence in their course of study. This guide represents the thinking, planning and work contributions of the special education teachers of the Charlotte-Mecklenburg School system. We have also studied numerous curriculum guides from other school systems and various special education publications and drawn ideas from these sources.

The purpose of this guide is to assist teachers of special education in programming for the educational needs of the children for whom they are responsible. Suggested activities, techniques, and materials are listed to aid the teacher, but this guide is only a working plan and should not be regarded as a complete course of study. The special education teacher should build units from the content listed in the guide, using teachers' manuals accompanying texts for additional teaching suggestions. She should gear her program to meet the needs of each individual child and provide a variety of experiences to give him general knowledge and specific skills that will enable him to develop to his fullest potential, using his basic, innate assets. The special teacher's program should be flexible enough to fit the curriculum to the child. The needs and levels of any class will vary from year to year. Therefore, teaching methods and materials will need to be evaluated each year.

Although the study areas are listed separately in this guide, they should not be taught in isolation. All academic areas in the course of study for the EMR child should be interrelated, but with the emphasis on the particular skill being taught.

Our ultimate goal for all EMR children is the same from the beginning primary child to the graduating young adult. However, emphasis at the lower level is placed on development of personality, self-sufficiency, socialization in school, in the community and in family life, and on laying a foundation for the acquisition of the basic tool subjects. At the upper level, these aims are continued with increasing emphasis placed on occupational proficiency through pre-occupational study and the learning of specific skills and knowledge necessary to enable the student to become a self-sustaining adult.

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Philosophy

We believe the school has the responsibility of designing, maintaining and executing a program which enhances continuous growth, satisfaction and success for all pupils who enter its doors. We believe the exceptional child is far from alien to education and society. He can and will contribute to the well being of society. The curriculum must be fitted to the needs, interests, and abilities of each child rather than fitting the child to a static or watered-down curriculum. Constant diagnoses, treatments, and evaluations are needed in order to assure continuous growth, satisfaction and success. The special program is an integral part of the total school's program that will not flourish as a separate entity. Likewise, the exceptional child is an integral part of the total student body which must be integrated into the mainstream of school life in order to develop fully.

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Characteristics of the educable mentally retarded

These children are defined as having I. Q.'s ranging approximately from 50 to 75 as determined by individual intelligence tests. This group is the mildest degree of mental retardation and is not easily distinguished from marginal normality. They are retarded to the extent that they are not able to make satisfactory progress in the regular school program. As adults they may be expected to achieve third to sixth grade levels of academic skills. According to Samuel A. Kirk, a noted authority on the education of exceptional children, "The primary characteristic of mentally retarded children is that they do not learn as readily as others of the same chronological age by methods ordinarily used. Instruction therefore must utilize the best practices in learning as follows:

(1) Progress is from the known to the unknown, using concrete materials to foster understanding of more abstract facts.

(2) The child is helped to transfer known abilities from one situation to another, rather than being expected to make generalizations spontaneously.

(3) The teacher uses many repetitions in a variety of experiences.

(4) Learning is stimulated through exciting situations.

(5) Frustrations are avoided by presenting one idea at a time and presenting learning situations by sequential steps.

(6) Learning is reinforced through using a variety of sense modalities - visual, vocal, auditory, kinesthetic.[1]

[1]Samuel A. Kirk, Educating Exceptional Children, Boston: Houghton Mifflin Co., 1962, p. 121.

Physical Characteristics

Most authorities agree that the educable mentally retarded are more nearly like children of average and above-average intellect in physical and motor characteristics than in any other traits. Any differences in height, weight, and motor skills have usually been mentioned in connection with the cause of the retardation. For example, those whose retardation is organic in origin, such as the brain injured, may be somewhat more handicapped in motor skills; those whose retardation is thought to be of cultural-familial origin may be slightly lighter in weight and shorter in stature, but if socioeconomic levels are controlled, this might not occur.[2]

Mental Characteristics

The educable mentally retarded have short attention spans and are easily distracted by outside stimuli. Academic handicaps may result in great frustration, feelings of inferiority, undesirable behavior more serious than the intellectual retardation itself. They must be taught with concrete and practical methods with work related to immediate needs and experiences.

Emotional Characteristics

The retarded tend to have low tolerance for frustration and need constant praise and encouragement.

Social Characteristics

They tend to be highly suggestible and are limited in making adequate social judgement by their inability to evaluate. Their social values generally correspond to those of their immediate environment.

[2]Lloyd M. Dunn, Educable Mentally Retarded Children, Exceptional Children in the Schools, New York: Holt, Rinehart and Winston, Inc., 1963, p. 88.

Broad Goals for the Educable Mentally Retarded

The broad goals for the educable mentally retarded are twofold:

1. To educate the educable mentally retarded in the essentials of the basic tool subjects to his fullest capacity.
2. To develop occupational adequacy, social competence, and personal adequacy, so that when he is an adult, he can function as a self-supporting law-abiding citizen. Success on the job is going to depend on getting to the job on time, personal appearance, manners, getting along with other employees and the employers, personal health, ability to handle money wisely, safety on the job, responsibility in following directions and carrying the task to completion and many other personal characteristics which must begin at the primary and intermediate programs and continue in the junior and senior high programs. Reading, writing, arithmetic, health and safety, social studies and science are parts of occupational education since a child will require a minimum of these academic skills in order to read signs, simple directions, communicate by means of writing at a simple level, and handle money wisely.

AREAS OF THE CURRICULUM

Language Arts

Reading

Arithmetic

Social Studies

Health and Safety

Art

Primary Language Arts

Reading

Writing

Spelling

Language Arts

Introduction

Language Arts for the educable child is geared toward developing good communication skills. At the primary level reading readiness, spelling, writing, listening, and speaking skills are correlated and are not taught as separate subjects. The spelling, reading and writing materials used by the child should be interrelated. When a spelling list is used that has no relation to the reading vocabulary or the writing period, less learning usually takes place in all areas. One area reinforces the other and activities strengthen one or several of the areas, and make use of them all. The reading program involves the processes of the other communicative arts but each of the single areas requires the development of specific skills essential for proficiency. Listening and speaking must be developed before the teaching of reading can begin. It should be continued throughout the school years to develop vocabulary and provide opportunities for the children to express their thoughts in complete sentences.

Many mentally retarded children will not have had the advantage of good listening environment. They need to be taught how to listen in following directions, answering questions and carrying on a conversation. Listening is very important for language vocabulary and speech development and should be carefully planned. Stories, poems, music sounds and conversation help to develop listening skills.

Instruction in developing speaking skills should encompass all areas of learning. Increasing the vocabulary, developing an adequate speaking vocabulary and encouraging self-expression, are the ultimate aims of language development.

Handwriting instruction for mentally retarded children should stress accuracy and legibility, not speed. Practice in writing can be given as an aid to reading and spelling. Correlating writing with reading, spelling, arithmetic and other subjects or activities tends to give meaning to the exercise of writing.

Spelling should be taught after the child learns to write. Writing words, rather than oral spelling is the important aim. Spelling for the educable child must be functional and purposeful. Activities and a vocabulary for spelling will grow out of needs in daily living activities and the reading and language program.

Primary Language Arts

Objectives

1. To develop readiness for meaningful observation.
2. To develop visual discrimination in distinguishing likenesses and differences, in colors, geometric shapes, pictures and letters.
3. To develop the ability to select pictures by categories (pets, toys, shapes, foods, colors, etc.).
4. To develop auditory discrimination in identifying and reproducing sounds.
5. To develop satisfactory listening and speaking skills.
6. To develop visual and auditory memory.
7. To develop left to right eye movements and to develop handedness (left or right).
8. To develop the ability to acquire an experience background that will make reading meaningful.
9. To develop the ability to do those activities which will lead to success in the reading program.
10. To develop gross and fine motor development.
11. To teach the child to write legibly.
12. To teach children to spell words needed in their writing activities.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening Skills Listening for discrimination	Teach children to identify gross sounds by presenting sounds made by a drum, whistle, rhythm and musical instruments. Let children play games and do imitation of common animal sounds. One child can be blindfolded and told to listen as the other children imitate sounds of familiar animals. The child is then asked to identify these sounds as he listens. Using a blindfold or some other device to prevent a child from using visual clues ask him to identify his classmates' voices. Let the class make a scrapbook of pictures beginning with certain sounds.	Rhythm and musical instruments A handkerchief
Listening for enjoyment	Play a record for children to listen to during the rest period. Story records as well as music can be used. Let the children participate in choral reading. Though they cannot read they can imitate animals sounds, clocks, rain, wind, etc. The children can dramatize a story after they have listened to it.	Records Record player Paints Brushes
Listening to directions	Give the directions, then select a child at random to carry out the directions just given. This may be done in the form of a game.	Pencils Crayons Any concrete objects or toys

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening to directions (continued)	Use the tape recorder with small groups or with an individual to give directions. Use ditto sheets and direct the coloring of objects with certain colors.	
Listening for information	After reading a story, ask the children such questions as: What color dress did the girl wear? How many animals were in the story? What kind of animals were in the story? Include a "who" question for details. Send a child to the office to get specific information or send a message to another teacher. Let the children listen to a story or a poem and select an appropriate title. Let the children select the funniest part of a story to dramatize. Let children relate information of what happened in a story to children who were absent. Let the children listen to a program on Educational Television and discuss what happened on the program. Have the children view film relating to unit activities and discuss together.	Storybooks Films Poems

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening for conversation	Have a share and tell time period. Encourage children to share their experiences with the class. Listen to the tape recorder in a play back of conversation. Do role-playing: Telephone courtesy, introductions, etc. Use toy telephone to dramatize familiar experiences. Invitation to a party, informal conversation with friends, calling parents for permission to play longer at a friend's home, etc. are suggested ideas for this activity. Start a story and let each child add something (make up story).	Play telephones Tape recorder Puppets
Listening to evaluate	Turn the tape recorder on without the children being aware and record their voices when they are talking too loud. Then tape their voices when they are talking in well modulated tones. Let them listen to both tapes and evaluate which tape sounds best to work by. Play a recording of a children's story. Let the class determine whether it was a happy story or a sad story. Read a story and ask the children to determine whether it is make-believe or whether it could be true.	Tape recorder Records Books Mary Poppins Nutcracker Suite Dance a Story series Peter and the Wolf Cinderella Other recordings

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening to evaluate (continued)	Read three short stories to the class and ask them to select one to dramatize. Read stories, poems and rhymes. Begin with short simple selections and move toward more complex plots. This helps to increase the attention span of children. The children should be allowed to take part by re-telling a portion of the story or the part they liked best. Allow time for listening to musical recordings children enjoy. Let them discuss which ones they like best and why.	
Speaking Skills	Go on short walks, excursions and field trips. Plan and discuss. Use toy telephones for conversation. Work on class projects. Plan and discuss. Let children participate in role playing. Encourage children to discuss stories and records after listening to their favorite ones. During a play activity let the children participate in a puppet show. Teach the use of common everyday words and phrases in real life situations. Have children talk about objects, pictures and experiences. Record and evaluate conversations pertaining to experiences.	Toy telephones Stories Records Puppets Poems Magazines Puzzles Wooden blocks Tape recorder

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Writing Readiness	While the child is drawing encourage him to use descriptive language that applies to the objects he draws. Use such words as tall, short, below, on, over, under, curved, round, straight, long, wide, slanted, painted, square, to the right, to the left, etc. As children draw they are learning the basic writing strokes. Use rhythmic activities. Block play activities. Games and puzzles. Art activities requiring the use of smaller muscles and eye-hand coordination activities (drawing with large crayons, cutting and pasting, sawing and hammering, painting at the easel, etc.). Outdoor play equipment, jungle gym, swings, slide, wagon aid in improving muscular coordination. Stringing beads, tracing and coloring help to develop writing readiness skills. Tracing of large capital letters. Tracing geometric forms on chalkboard or paper.	Charts of capital letters - manuscript Charts of small letters - manuscript First grade writing books Phonic letter sounds Alphabet cards - manuscript Lesson charts and workbooks containing tracing activities and perceptual skills Transparent paper for tracing Records and finger plays "Playskool" mailbox Crayons and chalk Lincoln logs Sandpaper alphabet cards Sandbox Playground equipment Pegboards Form boards Jigsaw puzzles

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Primary Writing Skills	Tracing words in sand. Direct the children in the correct holding of crayon or large pencil, correct posture for paper seat work and the correct paper position. Use sandpaper letters. Let child use chalkboard. Let children make circles and fill in broken lines, follow dots, etc. Emphasize correct posture for writing exercises. Provide large primary pencils. Make simple objects and stick figures using sticks and circles. Use commercial readiness and perceptual materials such as Frostig.	Finger paints Scissors Large pencils Newsprint ABC (Continental Press duplicating materials) Visual Motor Skills 1 & 2 (Continental Press) Frostig materials Training Fun With Writing Books I, II, III Mafex Associates, Inc.
Handedness	Note which preference the child uses in gross and fine motor activities. Offer objects to child and note with which hand he takes the object. Note with which hand the child manipulates puzzles, grasps crayon or uses scissors.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Writing Skills	When the child is able to control his large crayon or pencil he can be taught to write his name, the names of others, classroom objects and finally short experience stories. Call attention to the child's name card on his desk and explain the importance of learning to write name. Begin with simple familiar words and practice combining letters to write the words. Follow the same procedure of (1) demonstrate (2) trace and (3) copy.	
Correct spacing of words	Explain the importance of spacing between words. Let the children place the width of the finger between words as an aid in learning spacing of words, then provide work sheets of simple exercises in copying phrases and sentences.	
Capital letters	Make a chart showing each child's name and address. Encourage the children to practice writing their name and the names of their classmates. Have the children to practice copying the experience charts. A simple individual story can be used as a first experience (one for each child). Ex. I am Marie. He is a boy. When child is ready let him copy from board experience stories.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Capital letters (continued)	Print capital letters in squares or a card. Have separate cards with lower case letters on them. Let children match the corresponding letter. Emphasize that all names begin with capital letters. Develop work sheets for practice in using capital letters. Emphasize that all sentences begin with capital letters. Write simple sentences on the chalkboard. Let the children put in capital letters where they belong.	Manuscript cards of both upper and lower case letters Chart for capital manuscript letters.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling	Beginning lessons in spelling should be related to reading and writing activities. Teach each child how to spell his name and address. Teach children to spell words using in the daily news or instructions, names of children in room and words labeling objects in the room. Learn to spell work "families" - ex. cat, rat, bat, sat, hat, fat, mat, pat. Keep a spelling file box. Let children make a spelling book. Also keep a spelling vocabulary chart with words recorded that the children can spell. Let children copy chart for practice. Make a word box. Let children form short sentences. Use the tape recorder to tape simple words. Ex. "Write your name. Pause. Write the word cat. Pause. Now write the word hat, etc. Include in the beginning spelling vocabulary the simple words for which the children will have use for in daily experiences at their level of development. Use games and other devices. Make worksheet exercises.	Tape recorder Games Worksheets Dolch word list Training Fun With Spelling Books 1, 2 Mafex Associates

Primary Reading

Introduction

In the primary reading program, emphasis is placed on providing the children with a good readiness program. Readiness should begin at the kindergarten level with speech and language development, sense training and building of experiential background.

Readiness to read depends upon the development of listening and speaking skills, visual memory and discrimination, maturation, previous learnings and the kind of orientation the child has toward reading. Attention must be given to the development of visual, auditory, memory, oral and manual skills, an understanding of sequence, and left to right orientation.

The primary program is designed to promote reading readiness through various activities in informal social situations. A great variety of reading materials is needed because of the slow rate of progress from one reading level to the next. The basal reading series that will be used in the primary program will be Scott Foresman Series with Stanwix House materials, and the Peabody Language Development Kit, Level I to be used as supplements. Hopefully, a Peabody Language Kit will be provided in every school. If not, they will be available on a check out basis from the Special Education Department.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Auditory Discrimination Skills To identify familiar sounds	Ask children to close their eyes and identify the following sounds: a. tapping on the window b. scratching on sandpaper c. whistling d. running water e. rustling paper f. sounds of machines g. environmental sounds - wind, rain, thunder h. sounds of out of doors - water, leaves, birds Ask children to identify familiar sounds that are very soft or very loud. a. high note on a piano b. low note on a piano c. vary the volume of record player d. clapping loudly e. clapping softly Use boxes containing sand, stones, acorns, etc. Tell children to sit quietly and listen to see how many different sounds they can hear. (birds, car horn, wind, rain, clock, dog barking, footsteps, airplane, etc.).	Sandpaper Record player Box Sand, stones, acorns, etc. Bell RCA Victor Educational Record

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Auditory Memory	Act out a series of directions. Ask children to repeat a short story they have heard. Have children to learn finger plays, simple songs and nursery rhymes. Let children reproduce sounds of familiar animals. Clap hands a certain number of times and let the children listen. Then ask them to clap back the same number. Pronounce a word very distinctly and ask the children to repeat it. Next, use repetition of a simple phrase, then to a complete sentence. Choral speaking, songs, and poems can be taught. The children can also reproduce rhyming words. Tell a favorite fairy story and let children reproduce sounds of certain character's roles. As the children listen to music, encourage them to illustrate the mood of the music through movement or through painting. Children can create and dramatize own story for classmates.	Simple songs Finger plays Choral speaking Story book

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Visual Discrimination	Decorate bulletin boards in the classroom with attractive colors. Call the children's attention to the colors used on the bulletin boards, and the colors seen in their surroundings - Ex. trees, grass, and pictures.	Colored construction paper Crayons Colored blocks Colored pegs Colored beads
Color Awareness	Use concrete objects of a true, clear color. Teach one color at a time. Ask the child to identify the color by name, then let him match it with an object of the same color. Play color matching games. Matching large and small squares of the same color. Sort pegs or beads according to color. Display a large color wheel or color chart. Name all the colors. Provide a set of color cards for each child. Point to a specific color on the color chart and ask the children to hold up their card of the same color. Call on a child to go around and collect all of the cards of a specific color.	Peabody Language Development Kit Stanwix House readiness workbooks Phonics and Visual Discrimination Color cards Color chart or color wheel
Block Work	Let children work with blocks, teach them to balance small blocks as they build towers and bridges. Let them use large blocks for building homes, churches and stores.	Small blocks Kinder city blocks

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Discrimination of Forms	Identify objects in the room and ask the children to find other objects that are the same shape.	Magazines Scissors Paste Color books Catalogs Old books Wooden or plastic puzzles Coordination board Crayons Construction paper Scissors Paste
	Distribute magazines and help children to find pictures that are round, square, or triangle. Let them cut out the pictures and make a booklet or a bulletin board display.	
	Use plastic or wooden puzzles to introduce discrimination of form. The pieces of the puzzle should consist of the geometric forms of the circles, triangles, and squares. Let children fit these puzzle pieces into the puzzle. Later, cut shapes from dark construction paper. Have children paste these shapes over previously prepared crayon outline.	
	Distribute construction paper and crayons and help the child draw or trace the shape. Allow child to cut out, paste, and mount the shape that he has made.	
Comparison of Objects	Present objects in which difference depends upon discrimination of size, design, position, etc.	
	Separate beads according to size and color. Let child describe the way the beads are different or alike.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Visual Memory	Memory Games: Put three objects in a box. Let children look carefully at the three objects. Direct them to close their eyes, and remove one object. Let the children tell which object is missing. Then let them name all three objects that were in the box. Use two sets of cards - give one set to a child. Show the child one card and then put it out of sight. Let child find the card in his pack that is like the card shown him. Take the class for a short walk. Let each one tell three things that he saw on this excursion. Draw a simple form on the chalkboard. Direct the children to look at it briefly. Erase it and ask them to reproduce the form.	Cigar or chalk box Rocks, buttons, marbles, crayons, rulers, etc.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Likenesses and Differences	Observe differences in the weather. Note differences in pets. Note the likeness in words. Note which children's names, months, and days begin alike. Introduce and illustrate the following terms: alike, different, same, draw an X on, draw a circle around, etc. Use a comparison of two similar objects which differs in size. Ex. A large pencil and a small pencil. Later, use three objects, two alike and one different. Let the children tell which one is different and which two are the same. Use picture workbooks with pictured objects showing differences and pictured objects showing the same. Let the child mark an X on the ones that are alike or on the one that is different. Present objects in which differences depends upon discrimination of color. Ex. One blue car and one red car.	Pictures Geometric forms Picture workbooks Beads Toys

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Discrimination of the Alphabet	Use the alphabet in labeling pictures, bulletin boards and objects in the room. Write a name card for each child. Write each child's name on the chalkboard and then let the children go to the board with their name card and match their name. Provide a set of alphabet cards for each child and give out one at a time. Follow the procedure of naming the letter, matching with individual cards, and looking for the letter on name card until identified and displayed. Develop worksheets with groups of letters and ask child to mark specific letters. Ex. Find the two letters that look alike and mark them with an X. Have children trace outlines of letters with crayon. Have both forms of letters (upper and lower case letters) on cards so that the child will associate both of them with the letter names. Use much drill and repetition. Have contests.	Flash cards of the alphabet Continental Press duplicating materials - "Seeing Likeness and Differences" Thinking Skills (Continental Press) Visual Discrimination Level I (Continental Press) Independent Activities Levels I and II (Continental Press) Pictures

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Eye-Hand Coordination	Let the children bring old magazines, catalogs or color books and cut out pictures. Tell children to color large pictures. Let the children work with large puzzles and wooden blocks. Make work sheets with "work dot to dot" pictures and let students connect dots to form pictures. Teach children simple games: play bean bag, hop scotch, ring toss. Give out large pieces of crayons to the children and let them do tracing exercises. Have children trace their names. Use large and small rubber balls for bouncing. Work with the children and show them how to make and use puppets. Let the class participate in rhythm activities. Include art work whenever possible and use large brushes to paint.	Bean bags Crayons Rubber balls Paints Brushes Picture books You and Your Friends Independent Activity Book Experiential Development Program B

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading Readiness	Arrange pictures in order of sequence. Look at a picture and tell a story. Plan excursions and field trips with children. Build an experience chart. Make picture books from the pictures in magazines. Construction activities. Make collections and label. Choral reading, rhythm band and singing. Write simple directions on the chalkboard. Experience charts. Mimeographed stories. Use of calendar and weather chart daily. Record temperature daily. Dramatize action words. Draw a picture of a word, sentence, or story. Games for drill. Build a sight vocabulary through words and pictures.	You and Others Independent Activity Book Experiential Development Program C Continental Press Readiness Level I Magazines Chart paper Library books Film: Let's Write a Story

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading Readiness (continued)	Make a picture dictionary of initial consonant sounds. Make a scrapbook of homes, animals, foods. Reading table. Trips to the library. Label objects in the room such as table, chair, etc. Prepare five sets of cards containing: children's first names children's last names house numbers street names telephone numbers A card set should be made for each child in the room. Use a different colored card or a different colored lettering on each set. Children may work alone or in pairs with one set of cards. Recognizing one's own name is the first goal. Eventually each child should be able to pick all five cards that belong to him.	You and Your Family Independent Activity Book Experiential Development Program A Film: Reading With Susy
Left to Right Movements	Start with right and left hand distinction. Play game of Simon Says with direction and if "Simon Says' does not precede the direction the child is out of the game. (a) Put your right foot forward. (b) Raise your left hand. (c) Raise your left hand.	Flannelgraph stories Rhymes Picture stories Charts Typewriter

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Left to Right Movements (continued)	Point out to children that the left side of a word is the beginning of the word and the right side is the end of the word. Have children trace words left to right. Use a pointer to: Read words and phrases from the bulletin board. Read labels, picture titles and names. Read picture stories. Read chalkboard and chart stories. Direct children to: Use left to right guidelines. Trace names and other words. Make scrapbooks that tell a story. Put picture stories in proper sequence. Read illustrated flannelgraph stories. Read rhymes on chalkboard. Change initial letter (bat - cat). Use typewriter where possible and observe left to right progression. Write a list of room duties with children's names corresponding to them.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Left to Right Movements (continued)	Use short words or phrases under a child's art work.	
	Use experience charts, and weather charts.	
	Draw a picture of a word, sentence or story.	
	Make a picture dictionary of initial consonant sounds.	
Reading Vocabulary	Names of classmates.	Stanwix
	Names of objects in the room.	Color wheel
	Names of numbers up to ten.	Ideal Action Charts
	Names of colors.	Calendar
	Simple directions.	Stanwix Safety Words
	Action words.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Beginning Reading	Place emphasis on building a sight vocabulary, telling stories based on the environmental experiences of pupils and writing experience charts.	
Experience Chart	Experience charts will help the students: Create an interest in reading. Associate meaning with printed symbol. Know what a title is. Learn what a sentence is, its beginning and ending. Clarify meaning of familiar words. Learn left to right progression in reading. First write the experience as dictated by the children on the board. After school print it on chart paper. Then print the sentences on cards and have the children to match them to the sentences on the chart. Have the children re-read the entire story on the chart. Have them match cards with phrases or words, also the whole sentence. Let the children illustrate the story. Duplicate stories and make into book form for each child. Make workbooks for specific activities. Make picture dictionaries. Make booklets of experiences. Reading of daily weather chart.	Chart paper Magic marker Continental Press duplicating materials - Level I and II Peabody Language Developmeh Kit Level I Duplicating materials.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Experience Chart (continued)	Lebel objects in the room. Remove them at the end of the day; child is to replace them the next day.	Pictures
	Have children follow written directions.	Crayons
	Make sentences from cut up words.	Construction paper
	Dramatize action words.	Puzzles
	Understanding of opposite meaning.	Stories
	Reading orally on pre-primer level.	Poems
	Matching pictures.	Rhymes
	Matching words.	
	Coloring by direction.	
	Finding likenesses.	
	Finding differences.	
	Make booklets of pictures showing beginning sounds.	
	Cutting and pasting pictures from magazines of classifications of clothing, pets, food, colors, animals, cars, homes, toys, etc.	
	Putting puzzles together.	
	Matching forms.	
	Illustrating stories, poems, or rhymes.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading	Allow pupils to dramatize or do as many action words (verbs) as possible. Use as many pictures of action words as possible. Divide word lists into names of colors, names of numbers, names of things and action words. Describe pictures accompanying reading. Ask questions about pictures in reading. Ask pupils to describe similar experiences as described in the story. Write several phrases on the chalkboard and number them. Read a phrase aloud and ask the children to call its number, or call a number and ask the children to read the designated phrase. Use flash cards with phrases. Show them one at a time. Have children to repeat the phrase. Write phrases on the chalkboard and direct the children to find the exact phrases in their reading lesson of that day. Tell the children on which page each phrase is located. Choose an exciting action story and allow pupils to dramatize it. Show films and filmstrips of pupils favorite stories.	Films Filmstrips Puppets Charts Booklets Films: Frog Went A-Courting Millions of Cats Let's Go to the Circus Let's Write a Story Can You Tell it in Order? Three Little Kittens

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading (continued)	Dramatize a favorite story with puppets.	Bulletin boards
	Develop experience stories; make charts and booklets.	Picture murals
	Put up colorful bulletin boards with reading motifs.	Book displays
	Label all important and used objects in the room (include floor, door, etc.).	Labels
	Display pictures related to book characters.	
	Use murals and book displays.	
	Use vital words that give essential information, such as safety bulletin boards.	
	Use of basic sight words: Drill until words are recognized without effort for those who can master words in this manner.	
	Invent word games (Going fishing, Going hunting, Word race).	
	Use colors in conjunction with sight words.	
	Use numbers in conjunction with sight words.	
	Use as many picture noun associationas as possible.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading (continued)	To promote word meaning:	Tape recorder
	Draw an illustration of a word.	
	Use the word in a sentence.	
	Find a sentence in which the word is used.	
	Classify the word as to plant, animal, etc.	
	Use actual experiences with certain adjectives (ex. hot, cold, tired, sleepy, salty, sweet, sour, etc.)	
	Use tape recorder to record.	
	Children's voices should be recorded when they are talking too loud and when they are talking in well modulated tones.	
	Record individual children's voices.	
	Record laughing, singing, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Building basic sight vocabulary	Label pictures and objects in the room. Call attention to these labels throughout the day. Make a list of signs in the community. Place these together in a scrapbook. Learn to recognize words in the signs by using picture clues. After a field trip or interesting school experience have students dictate story or help write story on chart paper. This story can be used for further development of sight words, phrases, and sentences. Devise games to develop vocabulary. An example of this might be Post Office. Use flash cards with words and phrases written on them for letters and have each student ask for a word. Post-master loses his turn when he misses a word.	Dolch Reading Games; Go Fish Group Word Teaching Game

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Initial Consonants	Begin the phonetic approach when the child has acquired a sufficient store of sight vocabulary words from which to draw comparisons. Teach the words the child will meet in the story before allowing him to read from the book. Introduce about three new words a week. Use Dolch nouns and Dolch Basic Word List. Present the words in a meaningful context a few at a time. Word cards of the basic list are available in two sets known as Popper Words. Introduce initial consonants first and use auditory discrimination activities. Introduce association between the letter and its sound by use of speech cards having pictures in which the sound is associated with the object that produces it. Devise a simple story to introduce the sounds. Print on chalkboard, make the sound and ask the child to produce it.	Film: Fun With Speech Sounds
Pre-primer Vocabulary Chart	Begin teaching some of the pre-primer vocabulary words through chart reading. Construct a simple story within the pre-primer vocabulary on a chart. Let the group read aloud with the teacher's help. (stressing the words that are to be learned and to develop the proper left to right eye movements in reading). Use frequent repetition of words to be learned. For reinforcing the sight vocabulary, put a sentence of three words already introduced on the card chart. Ask a child to read the sentence. Remove one word and put it on the table with other words.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Pre-Primer Vocabulary Chart (continued)	Instruct the child to find the missing word and return it to its place. Provide each child with a set of flash cards with the word taught printed on them. Drill with small group or let child use for individual study.	
Drill Exercises	Use drill that requires the child to identify the word with the help of the teacher. Have a word printed below the picture and ask the child to copy the word on blanks on the paper. Give the child a second paper when he knows the word quite well. Tell him to find and encircle the word. Later include words which are very similar (boy, toy). Matching exercise is an aid that will reinforce recognition of sight words. Use word games - Going Fishing, Going Hunting, Word Race.	
	Use sorting exercises. Prepare a set of small cards with known sight words. Make several cards of each word. Let the child sort them according to the words.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Matching Words to Words	Cut pairs of words from workbook. Paste one set on shirt cardboard to make the master card. Paste the other set on small strips of oaktag. Keep small strips in envelope when not in use. Clip envelope to the master card. Let the child match the small word cards to those on the large cardboard. Let children match words to unlabeled pictures. Have word strips for the children to place beneath the picture on the master card. Make word cards from cardboard or oaktag. Let child place proper cards in pockets of chart for sentence comprehension. Let the children make a "Words I Know" booklet. They can add new words as they learn them and copy the words into the book.	Workbook Cardboard Paste Oaktag

Primary Arithmetic

Introduction

In the primary arithmetic class the children will have chronological ages of six to ten, as has been stated previously in this guide. Their mental ages are usually three to six and one-half years. At this stage, through daily activities, the children should become acquainted with such mathematical concepts represented by words denoting size relationship, amount, position and comparison. They should also develop an ability to discriminate between forms and an ability to count objects. They should become aware of number concepts and number names with corresponding quantities, the concepts of size and position, counting, reading and writing numbers, understanding money values of small coins and simple addition and subtraction facts one through ten.

On the primary level most concepts in arithmetic are developed through informal activities rather than through formal experiences. The arithmetic experiences are planned for each child at a level which he can understand and achieve with the use of many concrete materials.

Primary Arithmetic

Objectives

1. To develop the realization that numbers are a vital part of our everyday environment.
2. To develop rote counting ability.
3. To develop the ability to do simple grouping.
4. To develop readiness to understand and use the language of quantitative thinking.
5. To develop the ability to recognize, read and write numbers.
6. To teach simple addition and subtraction facts.
7. To develop a functional understanding of arithmetic and simple measurements.
8. To develop concepts of telling time on the hour and half hour.
9. To develop an understanding of money concepts.
10. To develop an understanding of the calendar.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Rote Counting	In order to achieve readiness for reading and writing of numbers to 100, rote counting 1-100 must be developed. After the child can count to 10 by rote he then learns to read and write these numbers. Then he learns to count by rote 10-20, after which he learns to read and write them, and so on to 100. The reading and recognition of the numbers is taught first and then the writing.	Rubber ball Records
	Bounce rubber ball and count as far to 100 as child can without losing the ball.	
	Introduce numbers as a series of words learned by rote. Help children learn the order of the numbers by clapping their hands and saying the numbers. Also they may do this by swinging their arms as they march around the room.	
	Let the children learn nursery rhymes about numbers (one, two, buckle my shoe), finger plays (Ten Little Indians), and number songs (This Old Man).	Mother Goose Rhymes Songs Flannel Board
	Play the game "I See", using objects and flannel board. Teach the concept of even and odd sets. See if the children can tell which set has an uneven amount of objects.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Shaping Numbers	After the quantitative meaning and recognition of the numbers is accomplished the children may be given a page of all the numerals with directions to trace and color the number being taught. Vary the directions to have the children color a different numeral each time. Outlining the numeral, then coloring solidly can be taught with this activity. Trace numbers in clay or sand; trace a cardboard cutout or plastic numeral; trace around dotted line numerals; color a dittoed pattern of the number symbol. Also children would enjoy tracing numbers on the chalkboard. Write a particular number on the blackboard or sheet of paper. Make the number very large. As you write this number recite your movements. (Ex. The number 2, around, down, back). Have the child trace over the number with his finger, then with the chalk repeating the movements (around, down, back). Then the child attempts to draw the number alone (on blackboard or unlined paper). If he is unable to accomplish this the teacher may help by guiding his hand. Let the children repeat the number name or term as they reproduce it.	Crayons Clay Sand Cardboard cutout Plastic numerals

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Number Meaning	Introduce each number individually. Have the children find a corresponding number of objects, pictures, etc. to match each number. Ask the children to think of all the things they have come into contact with that relate to certain numbers. (Ex. One sun, one nose, two hands, four chair legs, ten fingers).	Dominoes Beginning number poster cards Bells Piano
	Ask the child to find a certain number of objects and put them on his desk. During this exercise emphasis could be placed on terms such as less, more, not enough, too many.	Blocks
	Use auditory activities such as tapping, ringing bells, sounding piano notes, beating a drum or clapping the hands to teach the meaning of a number.	
	Stress number quantity through situations such as: a. Give each child one piece of paper. b. Give each child one straw for his milk. c. You may take one book to your seat. d. Will one person in each row stand up?	Perception cards Styrofoam Sandpaper Cardboard Cloth
	Use white perception cards with one inch black or blue dots to associate the quantity with a number word and its symbol.	Number Concept Cards
	Use semi-concrete materials of pictures of sets of items.	
	Cut numbers from styrofoam, sandpaper, cloth or cardboard and paste them to cards. Let the children trace the numbers with their fingers, repeating the number aloud as they trace over it.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Number Recognition	When the children have mastered the quantitative meaning of the numbers, present the usual arabic symbol for sight recognition. Each time a particular number is mentioned write the number on the blackboard while the children watch. Have the children find the corresponding number of object representation. Use the rhyme in teaching the proper way to write numerals. "Down you run And one is done. 1 Around and down and out, go you To make a two. 2 Around, and around, like a bee This is three. 3 Down; across; down once more That is four. 4 Short neck, body fat Five has a hat. 5 Down, then around, in an O This is six, as you know. 6 Go right, then down from heaven Now you have a perfect seven. 7 Write a 5 and come up straight This is how you make an eight. 8 A circle atop a line Makes a nine. 9 First a one, a zero then, This is how you make a ten. 10"[1]	

[1]Dekalb County Curriculum Guide

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Number Names	Use number flashcards in teaching the recognition of the number name one through ten. Establish a relationship between the number and the number name, then between the number name and objects.	Number flashcards Film: What is Four Ice cream sticks Magic marker
Numbers	Write the numbers 1-10 on the blackboard. Call out a particular number and have the child go to the board and point out or circle that number. Use number flash cards for drill. Make a set of number 1-10 for each child using icecream sticks and a magic marker. Play the game "Show Me." Use number cards 1-10 (one for each member of the group). As the leader presents a card he calls on other members of the group to match that number. Have the children listen to the story about the ten numbers by Munro Leaf - "Arithmetic Can Be Fun." Make small cards with numbers 1-10. Read the story again holding up the appropriate cards. Have the child select the number cards and match. Encourage the child to select the numeral without the aid of matching as soon as possible.	Number cards Game - Show Me Number story "Arithmetic Can Be Fun" Film: How Do You Count?

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Rational Counting	As each number concept is introduced rational counting should be developed. The abacus is very useful in teaching rational counting. The click of each bead emphasizes the counting. Have the children count objects in the classroom. (Ex. pencils, books, crayons, chairs, tables, blocks, etc.). Point to and touch each child in the room as you count. Place a few small objects on a piece of colored paper (spools, pegs, beans, etc.). Ask a child to point to the objects as they are counted to find out how many. Teach the children games with numbers such as "Bounce a Ball," counting the number of times it bounces. Teach the grouping of numbers one through ten. Present examples for each number such as a group of three-stop light. Use Domino pattern. Use flannel board and ask the child to show groups of one, two, three, etc. Give each child ten straws and have them place them in different groupings. Show the children that small groups can be combined into larger groups and to answer how many in all.	Abacus Colored paper Spools Pegs Beans Ball Counting Frame Film: Let's Count

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CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Rational Counting (continued)	Develop an understanding of the terms before, between and after. This skill can be encouraged by finding page numbers in books. Discuss sandwich making. Regular drill in putting number cards in order and filling in blanks with missing numbers. When having exercises on serial order a number line should always be in view. Reinforce understanding with the Fishing Game. Cut out 10 pieces of cardboard each in the shape of a fish. Flue or tape a paper clip on the back. Mix them up on the desk and have the children pick them up in numerical order with a fishing pole (with magnet on back).	Balls Dominoes Flannel Board Straws Film: Idea of Numbers Number cards Number line Cardboard Paper clips Magnet
To Correlate Numbers with Everyday Experience	To teach age, birthdate, address, telephone number. Make cards and tape to desk. Read dates on calendar, numbers of houses, dial numbers on the telephone, and find page numbers. Have children act out numerical songs or play games involving the use of numbers.	Toy telephone Charts Calendar Pictures

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Teach concepts of the following words:	Give children directions using the terms up and down.	Any concrete objects may be used to teach the "on" and "under" concept.
up and down	Play games and sing songs using up and down.	Building blocks
	Talk and demonstrate how we walk down the stairs or how we walk up the stairs.	Box
on and under	Give children oral directions for placing object on or under the desks, tables, bookcase, chairs, etc.	
	Point out objects in the classroom that are in positions of on and under.	
	Develop picture work sheets showing object in "on" and "under" positions.	
	Introduce building bridges in block play.	
before and after	Display sets of three objects and identify which comes "before", and which comes "after" and the one in the middle.	
	Write a child's full name on the chalkboard and discuss which name comes "before" and which name comes after the middle name.	
	Discuss the days of the week. Ask which day comes before and which comes after.	
first, next, last	Discuss daily schedule and identify what is done first, next, and last.	
	Develop work sheets with rows of three pictures each. Ask the children to point out and then mark the ones that are first, next, last.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
top, next, bottom	Give oral instructions. Ex. Color the ball at the top of the page red. Color the ball at the bottom of the page blue.	Crayons Blocks
	Direct the children to look at the top of a page and tell what is happening. Tell them to turn to the next page in the book and point to the bottom of the page.	Picture books
between	Develop picture worksheets and ask the children to identify pictures that are between the other two.	Picture worksheets
	Bring peanut butter and crackers to school. Let the children put the peanut butter between two crackers.	Peanut butter and crackers
	Use children - rotating position in connection with between.	
	Use books - identify each and have children explain position by replacing certain books (color, size, title "between" two others).	
Ordinal Numbers	In establishing a relationship between numbers and ordinals much oral practice is required. This can be done frequently through directions. Ex. Will the first child in the row stand up? Do the fifth problem on the board. The last one out will turn out the lights.	
	References each morning to the calendar is very helpful. "Today is the sixth of June."	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Basic Processes		
Addition	Addition can be introduced as a method of solving simple problem stories. Ex. Mary had two balls. She received another one for her birthday. How many balls does Mary have now? If the children can solve the problem, write it on the chalkboard, using symbols <u>and</u> and <u>are</u> in place of signs. Folding perception cards illustrating the facts 1 and 1, 2 and 1, 1 and 2, are useful in helping the child visualize problems. After the child is able to read the cards and supply the term the = sign is introduced to replace the word <u>are</u>.	Problem stories Film: Addition for Beginners
Equal sign		
Plus signs	Display pictured objects and perception cards in vertical form and replace the term <u>and</u> by the plus (+) sign. Let children read problems using numerals and signs arranged in both horizontal and vertical forms. Let them practice writing numbers in vertical columns, and using the signs. Have them to practice supplying the symbols and signs for pictured problems. To introduce number facts, use counting sticks to illustrate 1 and 1 are 2. Remind them that this is a <u>double</u>. Practice with flannelgraph objects should be followed by practice in picturing the fact, then writing it in symbols and signs. Present the fact 2 and 1; 1 and 2 simultaneously.	Perception cards Flannel board

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plus signs (continued)	Introduce each of the other sets of related number facts using the same pattern given for 1 and 1, and for 2 and 1. After the child understands the concept have drill periods until the child can correctly give the answers. Use the tape recorder for drill. Record the facts for drill in a rhythmic pattern with repetition of facts. Let the child supply some responses to directions for some form of written response.	Tape recorder
Addition	Explain to the class that in addition we combine two or more groups to make one single group. Use concrete objects. Ex. Display four spoons, four blocks, four pencils on a desk. Have one child to hold 4 spoons in one hand. Write 4 on the chalkboard. Have the same child to hold two blocks in one hand and two blocks in the other hand. Let the class count aloud to show that 2 blocks and 2 blocks are 4 blocks. Write it on the chalkboard with numerals. Let them read aloud: two and two are four. Let another child pick up the pencils. Tell him to take 1 pencil in one hand and the rest in the other. Ask him how many does he have in the other hand? How many in both hands? 3 pencils and 1 pencil is the same as 4 pencils. Show class how to write it with numerals. 3 Let them read aloud three + 1 and one are four. Use the 4 same procedure to teach other combinations always using concrete objects to illustrate the facts. Let every child act out examples with objects.	Counting sticks Spoons Paper cups Pencils Books Any concrete objects

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Subtraction	Teach subtraction along with addition since it is the inverse of addition. Refer each subtraction example to an addition combination. Put 4 blocks on table, let child take one away. Ask him how many are left. Let him count remaining blocks. Show class how to write it. $\begin{array}{r} 4 \\ -\ 1 \\ \hline 3 \end{array}$	Blocks Cups Spoons Counting sticks Beads Film: Subtraction for Beginners
	Relate it to addition by telling another child to add one cup to 3 that are on the table. Let the class count the cups. Show them how to write it. $\begin{array}{r} 3 \\ +\ 1 \\ \hline 4 \end{array}$	
	Explain that this is the opposite of $\begin{array}{r} 4 \\ -\ 1 \\ \hline 3 \end{array}$	
	Use same procedure for other basic number combination of addition and subtraction facts.	
	Present subtraction as a method of solving everyday problems. Structure simple problems using the terms take away and how many are left. The children should try to solve these problems. Illustrate their problems and solutions in horizontal form, using words on the chalkboard. Substitute numbers for quantitative words, review the meaning of the = sign and substitute this sign for the word are. Introduce the minus (-) sign and let the children learn the correct name of the sign. Teach them the fact that take away and minus have the same meaning and that either term is correct.	Number problems Flannel board

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Subtraction (continued)	Introduce 2 - 1 using counting sticks or flannelgraph objects. Use same drill practice pattern described for mastery of addition facts. Use in the context of daily living. Use a quarter piece of modeling clay. Let the children stick toothpicks into the clay to add or take away. Ex. When adding 2 + 2 the child would first stick two toothpicks into the clay block then add two more. For 4 - 2 the reverse process is used.	Counting sticks Modeling clay Counting discs Toothpicks
Measuring	Show a ruler to the children and identify. Tell them how a ruler is used (to measure little things, to draw a straight line, to measure paper, etc.). Emphasize the concept that a ruler is 12 inches and the same as one foot. Show a yardstick and explain the use in relation to sewing. Bring a length of cloth and let the children measure a yard. Let them compare the length of a ruler and a yardstick. Measure the children's height with a yardstick. Teach children that weight is measured by pounds. Let them cut out pictures in magazines of things that are found in the grocery stores that are weighed. Ex. A pound of butter, candy, vegetables, fruits, etc.	Empty cartons of milk - eggs - juice, etc. Cloth Scales Film: Let's Measure: Inches, Feet and Yards

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Measuring (continued)	Find pictures and cut out things we buy using dozen, quart, half, gallon. Let them bring different sizes of empty cartons of eggs, milk, etc. Use the school scales and let the children weigh. Tell how much they weigh, and record their weight on a chart. Establish a store. Have the children bring empty food boxes and containers.	
Holidays and Calendar	Teach the children important holidays and the dates which they occur. Let the children participate in role playing and dress up activities to emphasize the meaning of various holidays. Teach simple songs about the important holidays. Christmas, Thanksgiving, Halloween, Valentine's Day, Easter, Fourth of July, etc. Read stories about holidays that the children can enjoy. Display a calendar and show that there are 12 months in a year. Name the months aloud in sequence. Ex. January is the first month, etc.	Calendar Storybooks Songbooks Film: Calendar, The Days, Weeks, Months

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Telling Time	Use commercial and teacher made clock faces, and a real clock. Begin teaching the hour (o'clock). After children have learned to tell time by the hour teach the half hour. Help the children become aware of the clock as a time-telling device. As the time for different activities of the day occur refer to them as "time for play period," "time for music," "time for lunch," etc. Discuss the purpose of the clock as a time measuring device. Make sure that the children can read all the numbers on the clock. Teach them to name the long hand and short hand and how to tell the difference between them. The Hour. Draw clock on the board. Emphasize that the number 12 is always on top and that when the long hand points to the 12 it means o'clock. Draw the long hand pointing to 12 to demonstrate. Now explain that the short hand tells what o'clock it is. On the board draw the short hand pointing to the 2, 3, 4, 5, 7, 8, 9, or 10. Let the children tell you what time it is. Tell the children that the short hand is also called the hour hand and the long hand is called the minute hand. Explain that in an hour the minute hand goes all the way around and the hour hand moves to the next number. To show the period of time an hour involves tell the children that they will spend one hour on a certain activity. When the hour is over	Clock Clock dials Film: Being on Time

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Telling Time (continued)	tell them to stop and look at the clock and observe the positions of the long and short hands. Draw a large clock on the board and have the children come up and draw a certain time on it. Teach the position of the hour and minute hand for 12:00 last. The Half Hour. a. Teach the meaning of "half". b. Draw a clock on the board with the long hand on the 6. Tell the children that the minute hand has gone half way around the clock and the hour hand is half way to the next number. Explain the concept of half past. c. Help the children understand how long a minute and half-hour actually are. Tell them to do a certain task for one minute. Then conduct another activity telling them that at the end of half an hour they will stop. d. Teach the meaning of 'til, of, before, after, past, A.M., P.M., afternoon, night, and midnight. e. Teach the concept of 5 minute periods of time.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Counting Money	When beginning the study of money use real coins so that the children will form correct images of their appearance. Explain the wording on coins and bills. Play money may be substituted once the children have established the correct concepts. Teach the values of one cent and one nickel concurrently with the study of number values through five. The value of the dime may be taught when the children have learned the values of numbers from six through ten. Set up a toy store in the classroom to provide practice in the use of money. Use empty food cartons. Use articles priced to 20 cents. Teach the children that one cent is the same as a penny, 5 cents - a nickel, 10 cents - dime, 25 cents - quarter, 50 cents - half dollar.	Real money Toy educational money Toy store Empty boxes of food items Toy cash register
Building Vocabulary	Use finger plays, nursery rhymes, counting games and children's stories to achieve early vocabulary development. Make a list that include all quantitative words and terms heard and used by the children. Make large charts and keep inaccessible places in the classroom. Use audio-visual aids in the classroom to reinforce learning.	Manipulative devices Games Finger plays Nursery rhymes Stories Audio-visual aids

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Building Vocabulary (continued)	Include terms relating to size, length, amount, time, comparison and abbreviations of these terms. Introduce new words in context. The words should be used again and again in varying contexts until the children understand them completely and are able to use them meaningfully. Use manipulative devices and games which the children may use individually and independently. Use matching exercises to build vocabulary. Let children play matching games using concrete objects. Introduce only one number or vocabulary term at a time. Some other ways the sight vocabulary for arithmetic may be used daily include the following: daily news, in songs, in stories, on signs, on labels, in reading, in spelling, in arts and crafts, and in conversations.	Bingo Quizmo

Primary Social Studies

Introduction

Social Studies for the educable child relates to the environment with which he is familiar. The instructional program should be sequential in its development. At the primary level it should involve activities which encourage understanding and appreciation of self, home, family, school, neighborhood and community. It is also important at this level to emphasize the following concepts: to learn to work and play with others, to obey authority, to respect the property and rights of others, to learn to share responsibility, to understand the importance of work, and finally to expand social development and growth toward good citizenship.

Social Studies growth in the primary child is attained through the use of many experiences in which the child can actively participate. These experiences can take the form of games, field trips, class projects, and other physical activities in which the child learns by doing rather than by being told.

Social Studies

Objectives

1. To develop a better understanding of self identification.
2. To develop an understanding and appreciation of the immediate environment, the home, the school, the neighborhood, and the community.
3. To expand social development and growth toward good citizenship.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Developing Child's Understanding and Identification of Self	Make name tags with each child's name, address, age, and birthdate -- tape to his desk. Pin name tags on the children. Have children answer roll call. Sing songs using names of children in the room. Sing birthday songs. Teach children to write name. Instruct the child to identify his own physical characteristics - color of eyes, hair, height and weight. Let the children draw themselves and color the picture. Display pictures of various children that differ in size, shape, etc. Discuss gross likenesses and differences. Teach identification of different parts of the body (ex. head, neck, legs, arms, shoulders, knees, fingers, hands, wrist, ankle, feet, etc.). Let children draw a picture of each other and label parts of the body. Identify parts of the body from charts, dolls, pictures. Sing songs, learn dances and action plays that require the use of body parts. Play a game in which one child is the leader. Each time a new leader comes up he must recite his name. The leader calls out a part of the body and everyone must point to that part of their body. All those who miss must sit down.	At Home (Scott Foresman) At School (Scott Foresman) Flannel board aids Films and filmstrips Farm stories City stories Action songs Poems Picture books Magazines Heath Social Studies Scott Foresman Basic Social Studies Program All About You (Lyons and Carnahan) Our Day Our Way (Beckley Cardy) I Want To Be Books (Childrens Press Just Like Me Being Six Seven or So From Eight to Nine — Scott Foresman Film: People are Alike and Different You Are Herd (Benefic Press)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Family	Display a family of dolls, set up a section of the room as a playhouse. Use the playhouse for role playing.	Dolls Playhouse
	Discuss all possible members of the household and list relationships that exist in the home circle, such as parents, children, grandparents, other relatives and friends. Encourage the children to extend language development by asking questions (Ex. How many people are there in your family? Who is the youngest, oldest, shortest, tallest, etc.).	Posters of the family Our Family (Beckley Cardy) Families Flannel Board aids Puzzles Sequence Cards
	Discuss the work and responsibilities of members of the family. The role of the mother in the home. Cooking, cleaning house, sewing, washing and ironing, caring for children, shopping for food, may also work outside the home to help earn money for the family, getting the children ready for school.	Hayes Liquid Duplicator Workbook (Social Studies) Follett Publishing Company Billy and His Family Billy and His Friends Billy Goes to School Film: Our Family Works Together Magazines We Help Mommy (Golden Press) Stenell Series - Benefic Press My Family and I
	The role of the father in the home. Earning money for the family, care of repairs in the home, care of yard, protector of family, providing recreation for the family.	
	The role of the child in the home. Helping with household tasks (ex. drying silver, setting the table, raking leaves, dusting furniture, etc.), caring for pets, caring for personal belongings (ex. keeping the comb and brush clean, putting toothbrush in proper place, putting toys away, hanging up clothing), respecting and obeying those in authority.	"Taking Care of Things" "Appreciating Our Parents"

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Family (continued)	Help the children understand that the success of a home is the responsibility of each member of the family. Discuss and find pictures and make a chart with a list of things children can do to make a happier home. Teach self care and how to contribute to the welfare of others. Discuss self care activities which the child can perform independently. Demonstrate: hanging up coats, stringing up shoes, buttoning and unbuttoning clothes. Bring a large pair of shoes with laces so children can practice tying and untying.	
The Home	Cut out pictures of various houses from old magazines. Talk about the different types of homes (ex. brick, frame, stone, mobile, etc.). Find pictures of different rooms in a house (ex. bathroom, kitchen, living room, den, bedroom, etc.). Discuss the function of each room. Let the children make a booklet choosing the house they would like to buy or live in. Discuss ways to keep the bathroom clean and neat. Emphasize the importance of putting the cap back on a tube of tooth paste and flushing the toilet after use. Instruct the children to bring pictures of cleansers (ex. cleansers: Ajax, Comet; disinfectants: Mr. Clean, Clorox, Pine Oil, etc.).	House and Garden Ladies Home Journal Good Housekeeping, etc. Paste Scissors Catalogs People at Home You are Here (Benefic Press) At Home (Scott Foresman) Film: Your Family

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Home (continued)	Let the children name the pieces of furniture that should be in the bedroom, kitchen, den, living room, dining room and bathroom. Find pictures of furniture and appliances. Make a picture dictionary of a list of furniture in the house (ex. Write the word bed, paste a picture of a bed beside the word, etc.). Emphasize the importance of helping mother keep all the rooms neat and clean (ex. clean up after fixing a danswich, return jars to the cabinets or refrigerator). Teach the children how to set the table, how to wash and dry dishes, the correct silver to use in eating vegetables, soup, etc. Collect pictures of household items (ex. bleaches, Draino, wax, cleansers, detergents) and talk about their uses. Discuss harmful effects if used unwisely. Let the children make a booklet entitled "Things my mother uses to keep our home and clothes clean". Appliances in the home used for enjoyment: television, radio, telephone. Emphasize the importance of taking turns looking at favorite stories, playing records, using the telephone, and turning to favorite radio station. Instruct the children to find and cut out pictures of the radio, television, telephone, record player.	Magazines Pictures Catalogs Storybooks Records

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Other Homes and Other Families	Mount and display pictures of the various types of homes (ex. wood, brick, trailer, apartments, etc.). Allow each child to draw a picture of his house. Label each child's picture with his name and address. Make one large class booklet. Construct model homes from sheets of paper or shoe boxes. Tell children to crease a large sheet of 12 by 24 paper so that the edges meet at the center. Then they cut one edge into the shape of the roof. Have the children open the folds and draw various rooms in the house. Each child may draw a picture of himself in the room he likes best. Show films and filmstrips. Walk around the community to see different homes. Note the location of major points in the immediate community. Discuss and draw pictures of single family homes, and apartment houses.	Bill and His Family (Follett Publishing Co.) Stories About Linda and Lee (Ginn and Company) Stories About Sally (Ginn and Company) Shoe boxes Films: A Community Keeps House Our Post Office
Community	Acquaint the children with the environment of their own city by visiting the following places if possible: supermarket, department store, post office, theater, public library, Freedom Park, The Nature Museum, Fire station, Sealtest Dairy, Dental Hygiene Clinic, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community (continued)	Read stories and discuss the duties and responsibilities of the community helpers. Find pictures and make a scrapbook on community helpers. Show films and filmstrips. Make a chart listing community helpers and let the children illustrate the charts.	Kinder City Kinder City Blocks Films Filmstrips Your World Let's Go to the Supermarket Community Helpers Peabody Language Development Kit Weekly Readers Hayes Community Helpers Posters Our Community (Beckley Cardy) Our Neighborhood (Beckley Cardy)
	Make booklets of places to buy food. Find pictures, cut out and paste in booklet.	
Services in the Community	Visit other places in the community (ex. grocery store, drug store, gas station, etc.).	
	Find pictures of cleaners, banks and restaurants. Let children use building blocks to build their community. Paint murals of different buildings. Let children do role playing of druggists, bankers, waitresses, etc.	
Civic Centers in the Community	Discuss the names and location of civic centers (churches, police station, fire department, public library, court house, and the post office).	Films: Everyone Helps in a Community Communication and the Community

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Moral and Spiritual Values	Discuss the importance of obedience. Read stories that emphasize obedience, honesty, sharing and mutual respect. Show films and filmstrips. Emphasize cooperation and the importance of being a "good sport". (This could be stressed when assigning room duties and playing games.). To develop goals and values: have each student set a goal for the week. (ex. Finish work assignments, star for good behavior, or for neatness). This encourages a sense of accomplishment and pride in achieving a goal. If there is respect for oneself the values are set high. Read poems and sing songs.	Little Red Riding Hood Films: The Stranger Everyday Courtesy The Three Little Pigs Cinderella Beauty and the Beast Records The Little Red Hen The House That Jack Built Silver and gold star awards Library books

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The School	Write the name of the school on the chalkboard and chart tablet. Discuss the name of the school. Take a tour of the buildings and grounds. Instruct the children to draw a picture of the school and color it. Take a tour around the inside of the school. Point out the principal's office, cafeteria, library, health room and the supply room. Make a list of all the school helpers and their duties. Introduce the children to the school helpers and discuss ways in which they can help to keep a clean attractive school. (secretary, custodian, maid, cafeteria workers, teachers, principal, librarian and special teachers). Discuss the proper way of behaving in the hall, library, cafeteria, playground, bathroom and classroom. Visit the cafeteria and practice the correct procedures for going through the lunch line, paying for lunch, finding seat , and putting trays away. Teach children the correct procedure for lining up and walking on the right side of the hall. Talk about the importance of maintaining order and respect within the school. Let the class make up a list of rules of good behavior. Post the list and go over daily with the children.	At School (Scott Foresman) Our Home and School (Beckley Cardy) Stenell Series (Benefic Press) In Our Class Going to School About Our School Films: We Go to School Lunchroom Manners

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The School (continued)	Emphasis should be placed on acceptable behavior in the bus, in the lunch line, carrying lunch trays, etc. Show films make charts, read stories about good manners.	
	Discuss fire drill and practice drill procedures. Select a new child every week to wear the fire helmet. Stress the importance of following directions and being orderly.	Film: Fire Exit Drill at Our School
	Invite a fireman to come and talk to the class. Explain why it is wrong to give a false fire alarm. Emphasize the fact that someone's home or life may be lost as a result of pranks played by children playing with fire alarms.	
Patriotism	Attempt to develop desirable attitudes for our country and flag. Help the children to reach a better understanding of what the flag represents. Teach them to salute the flag and the proper method of displaying it. Have the children sing marching songs and parade around the room with a leader carrying the flag.	Patriotic songs and records President's picture Flag Marching songs Construction paper Pins Straws
	Learn the pledge of allegiance and "America".	
	Let the children use construction paper to make the flag and pin to the end of a straw.	
	Show a picture of the president of the U.S. and his family. Explain that he is our country's leader.	Films and filmstrips
	Show films and read stories about patriotism.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Good Citizenship	Discuss ways in which the children can be cooperative. a. Give each child classroom duties to be responsible for each day. b. Teach children to be responsible for their personal materials and classroom materials. c. Let children take turns being classroom leaders each day and doing specific classroom chores. Select, display and discuss pictures of children working and playing together. Teach children respectable table manners. a. Talk about good table manners preceding trips to the cafeteria. b. Show film on good table manners. c. Bring a table setting to school and have the children practice using it (knife, fork, spoon, plate, glass, napkin, etc.). d. Indicate the different types of eating utensils and explain the use of each. e. When in the cafeteria be an example for the children to follow and encourage them to establish good table manners.	Hayes Good Manners Posters- Set I Films and Filmstrips Let's Be a Good Citizen at Home School Rules and How They Help Us Let's Be Good Citizens in Our Neighborhood Manners at School Books: Manners Can Be Fun (Munro Leaf) Let's Do Better (Lippincott Pub. Co.) Film: Lunchroom Manners

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Good Citizenship (continued)	Teach the children to respect the rights and privileges of others: a. Show film on good citizenship b. Ask the children to raise their hand when they wish to be recognized. c. Use role playing to dramatize situation in which the child may understand the feelings of other people. d. List together the things that are in the room and decide which are public or private property.	
	Emphasize the importance of courtesy at school, home and in the community. a. Show and discuss pictures of people demonstrating good manners. Fix a chart and give stars for those who show good table manners. b. List several phrases expressing courtesy such as please and thank you. c. Show film "Mr. Bungles". d. Appoint a Queen and King each day who displayed the best manners. Have them wear tagboard crowns. e. Dramatize good manners through puppet shows, role playing, stories, songs, etc. f. Each week have the class vote on a host and hostess. Let them greet visitors. Use role playing also. g. Encourage cooperation with departments emphasizing safety in public places. (ex. playground, parks , buses, movies, hospitals, stores, etc.). Discuss the proper care of public property and the importance of respecting private property - also items in a store that must be bought and not taken.	Poster charts Tagboard crowns Puppets Stories Film: Mr. Bungles Filmstrips - Brittanic: Manners at School Manners at Home Manners in Public Record: Manners Can Be n Book: Manners Can Be Fu (Munro Leaf) Films: Fun on the Playgrd Litterbug Other People's Prpty

Primary Science

Primary Science

Introduction

Science in the primary educable mentally retarded class should first instill in the child an awakening and help him to understand some of the things about the world in which he lives. In order for the science program to be effective, it must be functional and presented on the ability level of the child in such a manner as to hold his interest. Science instruction at this level should be concerned primarily with the immediate surroundings of the child. Through the use of concrete materials, experiments, educational television, audiovisual aids and texts, the learning experience will be reinforced when introducing new concepts.

Primary Science

Objectives

1. To develop an understanding of the physical environment.
2. To develop a scientific outlook of "how" and "why".
3. To instill an attitude of continual learning about our changing world.
4. To develop an understanding of animals and plants and their value in our lives.
5. To develop an understanding of simple machines and their use in daily living.
6. To make sensory activities more meaningful.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Physical Environment	Show pictures and talk about the different physical features of the earth (mountains, hills, forests, valleys, rivers, oceans, clouds and sky).	Primary globe Films: Water, Water Everywhere Water in the Air Air All Around Us
	Use a primary globe to show that the earth is round. Let the children rotate the globe. Demonstrate by use of a flashlight and globe the concept of day and night. Talk about the fact that the earth is away from the sun, and that people on the opposite side of the earth have day and night at different times. Teach the concept that all living things live on land or in water.	
	Teach the following concepts: Make charts: Air is all around us. We must have air to live. We cannot see air. We can feel air. Air is used in many ways. All living things must have air.	Science Kit Straws Paper cups Pictures Charts Balloons Pin Wheels
	Describe air as something we cannot see, but we can feel it when it pushes against something. Let the children blow against their hands to feel air. Let them blow up balloons and feel the air inside. Let the air escape and let the children feel it on their hands.	
	Use cartons of milk or paper cups of water and let the children blow with straws to make air bubbles.	
	Show the children how to make pin wheels and demonstrate by blowing the force of air.	
	Tell them to observe the wind blowing leaves. Let them fly kites on a windy day.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Moon, Stars and Sun	Talk about stars at night. Show pictures. Teach poem "Twinkle, twinkle, little star." Play record "When you Wish Upon a Star." Discuss the fact that we see the moon at night. Let children draw a picture of a moon and color it. Introduce simple facts about time and space. Talk about man space flights to the moon in rockets. Let children look at space launching on television and help with the countdown. Show pictures from Life Magazine about space flights.	Pictures Poems Magazines Records Paints Crayons Film: Food From the Sun What We See in the Sky
The Weather	Keep a weather chart. Have children observe the weather and discuss. Record on charts. Let the children draw or paint a picture showing the weather. Discuss the color of the sky and shape of clouds. Tell children to use their imagination to see different images in the clouds. Let them help make sun, clouds, snowman, umbrella, etc. to put on calendar as the weather changes. Read poems and do choral speaking about the rain. Talk about the warmth we get from the sun. Draw pictures of sun, rain, snow.	Paint Poems Filmstrip: Little Clouds Paper Fans Pin wheels Film: How Weather Helps Us

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Weather (continued)	Teach the following concepts: On sunny days the sky is clear and there are few clouds. On cloudy days the sky is gray and the sun does not show. To show rain falls from clouds. To show wind is moving air. Different forms of water in weather conditions: rain, sleet, snow, hail. Discuss clothes we wear for different weather. Show filmstrip "Little Clouds". Show pictures of wind blowing. Have children tell why and how they know the wind is blowing. Make weather scrapbooks. Use topics such as pictures of clouds - clothing for different types of weather - things that are moved by air.	
Seasons	Show pictures of all four seasons. Have children note different colors in plants and kinds of clothes. Collect leaves of different colors in the fall and identify. Make notebooks on changes that take place in the various seasons. Have a display table with signs of fall. Include leaves, nuts, seeds, etc.	Stories Songs Leaves Picture books Science Book I Film: The Seasons Pot plants

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Seasons (continued)	Observe birds migrating. Take hikes and field trips in each season. Paint pictures of weather conditions for each season. Let children bring flowers to school. Discuss summer and winter sports. Observe seasonal changes and record basic information. Use films, filmstrips, stories, and poems to teach the following: In the fall leaves change colors, the weather gets cooler; animals prepare for winter - birds migrate. In the winter the weather is colder. Snow and sleet come in winter. We wear heavier clothing in winter. Some trees are bare in winter. Some trees are bare in winter. In the spring trees bud, birds return, plants grow, flowers bloom, the weather gets warmer. Explain that spring days are longer than winter days. In the summer the weather is hot, we wear less clothing, vegetables grow - vacation time.	Paper Filmstrips relating to seasons

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Heat and Light	Talk about various sources of heat, and the different kinds of heat. Let the children tell the type of heat used in their home. Discuss the many uses of heat. (ex. cooking, warmth, etc.). Stress the importance of the sun as a producer of heat. Take the class out on a sunny day. Let them stand in the sun and tell how they feel. Emphasize the role of the sun in providing light and that most living things need light in order to live.	Science Kits Pictures Scissors Pencil sharpener Magnets Microscope "Picture Story Print Set" Society for Visual Ed., Inc. 1345 Diversy Parkway Chicago, Illinois Ideal charts Ideal School Supply Co. Chicago, Illinois
Simple Machines	Collect pictures of tools and machines used in the home and school. Discuss how these machines help us in our work. Talk about tools and machines which the children can use independently (ex. pencil sharpener, scissors, etc.). Read stories and show films about simple machines. Let the children use a magnet and pick up various things (ex. paper clips, straight pins, etc.). Demonstrate that magnets will only attract metal objects.	Films: Making Work Easier Making Things Move Energy Does Work

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Living and Non-living Things	Discuss the difference in living and non-living things. Illustrate by concrete examples. (Use fish and a pencil, etc.). Teach the following concepts: That some things are alive - others are not. That living things need food, sunlight, and air. Living things come from other living things. Make a collection of pictures or objects and have children place under correct heading of living and non-living. Use the things in an aquarium and terrarium to discuss the living and non-living things in each.	Aquarium Fish Pictures Films: Life in an Aquarium Adventuring Pups
Pets	Discuss care of pets. Let children talk about their pets. Discuss some animals make good pets (birds, fish, dogs, cats, rabbits, ducks, etc.). Have a pet in the classroom. Keep an aquarium or fishbowl. Guppies are excellent pets because they reproduce frequently. Let the children feed and care for the fish. Hamsters are also good pets for the classroom. Help the children to understand how to care for a pet - feed, keep cage or bowl clean, etc. A study of its diet will help the children understand that pets need various kinds of food for different reasons.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants	Teach the following concepts: Plants provide food for people and some animals. Seeds grow into plants. Plants need air, sunlight, and water to grow. Talk about the various plants that provide food for us. Find pictures of fruits and vegetables. Make a bulletin board display. Discuss vegetables eaten for lunch. Talk about different kinds of vegetables and how they grow (Some grow under the ground, some grow above the ground). Make a chart of booklets showing vegetables that grow under the ground and one for vegetables that grow above the ground. Develop picture worksheets to help the children learn to classify fruits and vegetables. Display colorful picture books about trees, plants and flowers in the reading corner. Find picture books to show what animals use plants for food. Show films and filmstrips. Let the children bring in various fruits and vegetables. (ex. apple, orange, stringbean, etc.). Have them cut them open and observe that there are seeds inside. Children can bring vegetable and flower seeds and plant in milk cartons.	Plants Pictures Books Picture Worksheets Picture Books Films Seeds Terrarium Film: Plants Through the Seasons

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants (continued)	To show that plants need soil, water, sunlight and air, get two plants of the same kind. Plant in pots. Water one, but not the other. Watch these to see what happens to them. There was no water for one. Discuss the fact that plants need water. To show that plants need sunlight put one plant in the sunlight and another in the dark for two or three weeks. Notice difference in color. Teach that plants give beauty to homes and communities. Plant some flower seeds at school. Transplant so that each child has one to take home to put in his own yard. Discuss the care of each particular plant. Keep a few growing flowers in the classroom and let children take turns in caring for them. A terrarium is good to have in any classroom. Here small plants can be kept all year. Teach that plants are to be protected. When children have their own plants they have a sense of protection for them. This can be carried over to learning that they are not to break flowers that don't belong to them. Signs such as "Do not pick", "Keep off the flowers", should be obeyed.	Flower seeds Films: Learning About Flowers What Plants Need for Growth Seeds Grow into Plants

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants	Collect pictures of different kinds of flowers and vegetables. Bring real flowers and vegetables to class to study. Bring seeds, bulbs, and cuttings to class to show different ways plants begin. Plant these at school. Take a field trip to a local nursery. Find pictures of various places plants will grow. Ex. sand, good soil, rocks, etc. Make a chart showing how seeds are dispersed (water floaters, some blow through the air, etc. and some are carried on animals). Use films and filmstrips to stimulate interest in science activities. Cut seeds and bulbs apart so children can see the inner structure of these things. Have children draw some different flowers and plants to display in the room.	Flower and seed catalogues Real flowers, seeds, bulbs, and cuttings

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants (continued)	Read stories about trees to the class. Make a chart showing benefits we gain from trees. Ex. shade fruit lumber paper products beauty Find pictures of trees from other areas. Ex. palm trees, redwood trees Take a walk around the school yard. See if students can name any of the trees and plants that they see.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Animals	Teach the following concepts: a. All animals walk, fly, or swim - Use picture books and films so that the children will become familiar with different animals. b. Some animals eat plants. Read stories about deer, elephants, rabbits, ducks, chickens, horses, cows, etc. Discuss with children. c. Some animals eat other animals - show pictures of tigers, lions, foxes, leopards, etc. d. Animals protect themselves in many ways. (Talk about the skunk, porcupine, etc.). e. Some animals live with others in groups (Ex. elephant herd, horses, seals, cows, pigs,,etc.). Discuss how these animals take care of their young. f. Some animals live on the ground (ex. farm animals, etc.). g. Some animals live under the ground (ex. moles, groundhogs, etc.). h. Some animals live in water. (ex. swans, ducks, fish, whales, etc.). i. Some animals are dangerous. (ex. certain snakes, bear, lions, tigers, etc.). Make a scrapbook. Use films, records, stories, and charts in teaching about animals and their habits.	Storybooks Animal books Pictures Science book I Records Charts Paints Crayons Films: Animals Growing Up Animal Homes Animals in Autumn Animals in Spring Animals in Summer Animals of the Zoo Common Animals of the Woods Farm Animals The Farmer

Primary Health and Safety

Health and Safety

Introduction

At the primary level emphasis in health and safety should be placed on developing a good health and hygiene program, and on developing good safety practices. The needs and background of the children should be taken into account when designing such a program.

In order to develop desirable attitudes toward healthful living the following concepts should be taught: personal hygiene, safety at home, at school, at play; and knowledge and recognition of the basic foods. Activities should teach recognition and use of a good safety vocabulary, concepts to improve personal cleanliness habits and a knowledge of how to stay healthy.

Health and Safety

Objectives

1. To develop good health habits for healthy living.
2. To develop adequate safety habits at school, at work and at play.
3. To develop knowledge of the basic group of foods and the importance of a well balanced diet.
4. To be aware of hazards: both specific and general, and how to avoid injury.
5. To develop habits that promote personal health, physical development and strict rules of safety that can be used in daily living.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Personal Hygiene Care of the Body	Discuss with the children the importance of caring for the body. Demonstrate with a rubber doll how to wash face, hands, ears, arms, etc. Show pictures of children dressed for school. Talk about clean clothes, clean face and neat well-groomed hair. Emphasize cleanliness as it relates to social acceptance. Talk about the necessity of frequent and proper bathing. Use sink to show the correct procedure when washing hands. Let the class practice in the classroom. Discuss when the children should wash hands (ex. after using toilet, before eating, after play, etc.). Mention proper adjustment of clothing after toilet use. Have a good grooming corner (where a mirror is located). Let the children look at themselves. Put up a sign that asks "How do you look?" Make a chart of the things each child should use before coming to school. The children can help find pictures and paste on the chart. Make a display area and place real articles on a small table (ex. comb, deodorant, brush, soap, toothpaste, and toothbrush). Label each article.	Doll Mirror Soap Paper towels Comb Brush Toothbrush Deodorant Films: Soapy, the Germ Fighter Let's Be Clean and Neat Book: First Step to Health (Laidlaw) Charts Pictures Toilet articles Reward stickers Films: Your Body and It's Parts Tommy's Day

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Care of the Body (continued)	Select a new child each week to make daily health inspection of the other children's teeth, ears, hands and fingernail. Write each child's name on a chart and reward cleanliness with a gold star at the end of the week. Display chart on bulletin board. The local Health Department may give out good grooming posters and Ivory stickers upon request.	Free Teaching Aids Good Grooming and Dental Health Habits Bristol Myers Products Division Educational Service Department 45 Rockefeller Plaza New York 20, N. Y.
The Teeth	Discuss the importance of proper care of the teeth. Request dental kits from the Dental Health Clinic when the regular third grades receive their kits. (Check with your principal). Demonstrate proper brushing, then let children practice brushing their teeth. Let the children know that toothpaste is not always necessary to have and that baking soda and table salt may be used to clean the teeth. Emphasize the importance of teeth as aids in eating and talking.	Film: Save Those Teeth Your Teeth Toothbrushing instruction kit Toothbrush, toothpaste Large mirror Baking soda Table salt
The Nose	Proper care of the nose can be taught by keeping a box of kleenex in the classroom. Demonstrate how to blow the nose properly. Discuss the danger of sticking foreign objects into the nose and the unacceptable habit of picking the nose. Encourage the children to use a clean cloth if they do not have tissues or handkerchief. They should also be taught to cover their mouths when coughing or sneezing to prevent spreading of colds. Encourage all children to breathe through the nose rather than through the mouth.	Box of tissue Large handkerchief Film: Common Cold

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Ears	Discuss the importance of the ears and why they must be cared for and protected. Inform the class of the danger of sticking sharp objects into the ears (ex. hair pins, pencils, tooth picks, etc.). The proper way to clean the ears and how important our ears are to us in daily living. Have the children cover their ears with both hands and talk to them to demonstrate the function of the ear.	Q-tips Picture of the ear Film: Your Ear
Bathroom Habits	Conduct a discussion on proper bathroom habits. Let the children help make up rules for bathroom behavior. Write rules on a chart and use it for reading. (Ex. We do not play in the bathroom. We always flush the toilet after use. Always wash hands after using toilet. Throw paper towels into the waste basket. Always wash hands before eating. Always wash hands after play. Always use deodorant after bath.)	Chart paper Magic marker Soap Paper towels
Hair	Use good grooming corner to check to see if hair is neat and clean. Encourage the children to comb and brush their hair before coming to school.	Mirror Comb Brush

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Clothing Care, Cleanliness and Selection	Teach the children what clothing is used for each season. Let them find pictures of clothes to wear in hot, cold, cool, rainy and warm weather. Use coloring books, picture books and first grade health books. Let the children cut out pictures of clothing for summer, winter, spring and fall to make booklets. Teach that we do not play in our Sunday clothes - only old or play clothes. Explain that good clothes must be cared for and to always hang them up. Display pictures of underclothes and night clothes. Discuss different kinds and the importance and reasons for wearing clean garments. Develop an understanding of what is outside wrap (hat, coat, overshoes, etc.). Display postcards or pictures showing people dressed in various clothing for different weather. Have class draw pictures: clothes we wear outdoors, indoors, in hot weather, in cold weather. Let them make self portraits with the various outfits on. Select pictures of clothing that will do for school from Simplicity pattern book. Show the class other pictures of clothes and let them tell when they are used. (Sunday clothes, work clothes, play clothes, etc.). Let the children help make a bulletin board display of people in different types of uniforms.	Pictures McCall Magazine Simplicity Pattern Books Film: Clothing

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Exercise Rest Sleep	Teach simple exercise routines, relay games, action song games, etc. Have the children to tell how they feel after play. (ex. tired, sleepy, etc.). Let them see how important it is to rest after play. Plan to have short rest period every day during which you may read a story or play a record. Lead a discussion on sleep and show that healthy, growing children need a certain amount of sleep to feel good, etc. Let the children tell what time they go to bed. Discuss the importance of going to bed early so that they will not be sleepy in class.	Physical Fitness Record Storybook Health posters Films: Your Sleep and Rest Your Protection Against Disease
Foods for Health	Let the children discuss what they like for breakfast. Have them find pictures in magazines of foods that make a good breakfast. Do the same for lunch and dinner. Make a scrapbook with sections on: foods for breakfast, lunch and dinner; or foods that are good for me. Teach the children to recognize foods that are vegetables, fruits, milk, milk products, meat, and fish. Teach precautions of the danger of: eating too many sweets, eating between meals, over-eating, and not eating enough. Display a variety of empty food boxes and tin cans that still have labels on them. Call on different ones to name the foods that came in the cans. Set up a classroom store with food containers that the children brought. Let each child buy something from the store.	Home and Garden Family Circle Your World - Let's Go to the Supermarket Peabody Language Development Kit I Sifo Food Puzzles Health for All - Book I (Scott Foresman) Film: Why Eat Our Vegetables Your Food

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Good Posture	Make up poems and rhymes to emphasize the concept of good posture. Write on a chart. Ex. Sit up straight and tall at desk. Put your head down when you rest. Head up and shoulders back, Feet straight, don't backtrack. If you want to look your best Try to pass the final test Since you know the rules for you Tell all your friends to learn them too. Show pictures and posters for good posture.	Pictures to show good posture Pictures showing poor posture Health posters
Safety in the Home	Discuss and show pictures and films of <u>Hazards that cause wounds</u>: (Ex. pointed objects, sharp edges, tin, glass, blades, etc.) <u>Hazards that cause falls</u>: (Ex. Toys out of place, climbing, slippery surface, throw rugs, unprotected windows and staircases, broken stairs and tread, poor lighting - as in halls, etc. - icy sidewalks, etc.) <u>Hazards causing burns, scalds</u>: (Ex. matches, stoves - the kitchen is not the place to play - misplaced pot handles, flammable materials and explosives, untested bath water. <u>Electrical hazards</u>: (Ex. electric fans and other appliances, Christmas tree decorations, fallen wires, outlets and wet hands.	First Aid Kit Telephone Educational TV Visual Aids Empty bottles of household cleaners Owens Safety Poster Set Films: I'm No Fool With Fire Safety in the Home Safety to and From School

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety in the Home (continued)	Hazards from poison: Bring empty bottles marked poison or with a big "X". Explain that it is dangerous to swallow and they must not touch it. Insecticides, household ammonia, bleaches, Draino, cleaning fluids, and Aerosol sprays in cans are dangerous to eyes. Explain that they must not take medicine of any kind unless an adult gives it to them. Let them use the telephone in make-believe situations. General hazards: (Ex. dog bites, snake bites, playing in the street or in the driveway, construction and maintenance hazards, old empty refrigerators, throwing objects at each other and playing with fire or firearms. Show the children a First Aid Kit and explain the use of it. Role playing by the children as doctors and nurses.	Bottles
Safety in Relation to Animals	Children love to bring animals into the classroom. They should be allowed only after permission has been given by the teacher. Safety attitudes should be reinforced with reasons these children can understand. Wild rabbits, poisonous snakes, black widow spiders, or disease carrying insects should never be brought into the classroom.	Books about animals Books about insects

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety in relation to Animals (continued)	Plans should be made for proper habitat and food before bringing an animal for observation. Cages or living places should be kept clean and secure enough to keep the animal within. Teach that each animal has a specific way of being handled. Talk about this before the animal is brought into the classroom. Inform the children concerning a few rules to follow: 1. Always wash hands after handling animals. 2. Never tease the animals. 3. If bitten by an animal report immediately to the teacher and she in turn to the nurse.	
Safety in Relation to Plants	Show pictures of poison ivy. Tell effects of contact with plants. Discuss. If anyone has ever had poison ivy let him share his experience with the class.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety to and from School	Teach children to always cross the street at the corner. Teach them to obey the traffic light signals. Sing songs about - What does the red light say? What does the yellow light say? What does the green light say? Play games and let a child play the role of a policeman. Bring in members of the school safety patrol to talk to the class about safety. Show films about safety. Cut small circles out of red, green and yellow and let children make their own traffic lights. Paste circles on popsicle sticks. Teach safety words - stop, walk, go, do not walk. How to cross a street with a traffic light (Make chart). a. Walk to the corner. b. Wait for the green light. c. Wait for all cars to stop. d. Walk within the crosswalk. How to cross a street without a traffic light (Make chart). a. Go to the corner and stop. b. Look both ways. c. Look out for turning cars. d. If no cars are coming, walk quickly across. e. Do not run across the street.	Construction paper Safety words Safety posters (Owens Poster Set) Traffic Game Filmstrips Traffic Signs Health at School (Bobbs-Merrell Co.) Health for All - Junior Primer (Scott-Foresman) Popsicle sticks Films: Safety on the Street Safety on the School Bus Charts

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety to and from School (continued)	Use filmstrips and talk about safety on the playground. Let the children tell what can happen if they do not practice safety rules on the playground. Use safety posters. Make chart stories about safety rules at play.	
	Show the film "The Stranger". After the film discuss it with the children. Let them talk about the film. Emphasize the danger of accepting candy or rides from strangers. Lead the discussion into people who help keep us safe. (Ex. Policemen - invite a policeman to visit and talk to the class about safety).	Film: The Stranger
	Discuss the duties of the safety patrols and emphasize the importance of cooperating with them.	Jimmy of the Safety Patrol

Primary Art

Primary Art

Introduction

Art at the primary level is mainly to help the child to develop his ability to express himself through painting and coloring. It is used also as a means to develop hand and eye coordination. Art will be the only medium in which many children at this age can express themselves. They should be given many opportunities to use art and any art offering from the child should be accepted by the teacher without undue criticism.

Art activities should be used for leisure activities as well as for learning activities. The teacher should allow free time during the day for art activities and should encourage the children to participate in these activities.

Primary Art

Objectives

1. To develop the ability to express oneself through art and to develop hand and eye coordination.
2. To improve manual dexterity.
3. To improve motor coordination.
4. To increase ability to follow directions.
5. To increase self-confidence and pride in one's own work.
6. To teach recognition of colors.
7. To teach art vocabulary (draw, color, paint, cut, paste, etc.).

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Paper Art	Let children tear or cut simple shapes and paste on background to form color patterns. This may be done with colored magazine advertisements, construction paper or tissue paper. Cut out snow-flakes or other original patterns.	Newsprint paper Construction paper Tissue paper Colored magazine advertisements Manila Paper Wax paper Foil paper Newspaper Paper bags Paper plates Straws Elmer's glue
	Have children cut strips of colored paper to make three dimensional forms, fasten by pasting, taping, or stapling.	
	Use paper mache to make objects and shapes. Take five layers of newspaper with wheat paste between each layer, cut shape and drape over dry newspaper mold.	
	Make woven mats from cut paper strips or paper straws and paste cutout shapes on top for decoration.	
	Make masks from paper bags, plates or cut paper. Color.	
	Decorate paper bag for Trick or Treat, Christmas, Easter, or Valentine. Use paper plate as body, staple on head and tail feathers for making a turkey. Paint or color.	
	Make cylinder or cone animals, people, birds, etc. from construction paper.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Painting and Coloring	Let children draw and paint seasonal or unit correlated pictures. Paint paper mache objects. Do spatter painting using toothbrush and a square of wire screen over art paper. For crayon etching: use heavily crayoning sheet of paper, cover with black tempera or crayon, then scratch picture with a sharp or dull object. Let children paint stuffed flower stockings and animals. Paint over torn tissue background. Tissue pasted on manila paper. Use two colors of paint. Place paper over textured surface and rub with side of crayon to form pattern.	Tempera paint Oil paint Textile paint Water colors Paint brush - size 11D Sponge Crayons Scissors - blunt point Film: Care of Art Materials
Art Modeling	Use clay and mold over newspaper base, secure with tape or string. Keep clay in ball and pull out clay to form animal or other design. In making paper mache use strips (1") of newspaper dipped in wheat paste on balloons, crumpled foil or wire base or use five to seven layers of newspaper with wheat paste in between each layer. Mix sawdust and wheat paste.	Modeling clay (oil base) Newspaper Sawdust

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Printing	Use sponge and cut into different shapes and press on paper creating design. Use same or alternating colors. Using potatoes or other vegetables, scratch cut design on cut portion of vegetables. Paint with tempera and press on paper. Repeated printing creates design. Use gadget with flat surface for gadget painting.	Wheat paste Foil Clay tools (wooden) Glazes and gums Clay stands School paste Elmer's glue Sponge Vegetables Gadgets Paint Paper

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Cloth and Stitchery	Use fringed burlap. Paint design on fringed place mat using simple and textile paint. Make Christmas stocking out of pre-cut felt, using simple in and out stitch. Seam line marked by dots. Use large plastic needle and cotton yarn. Make pictures using cloth instead of paint (collage). Dip rug filler yarn into starch, make design on wax paper. Draw outline of design on burlap with crayon. Stitch in simple stitches using colored yarns.	Burlap Felt Remnants and scraps Braids and bindings String Wool yarn Cotton yarn Textile thread Rug filler yarn Tapestry needle (plastic or metal) Crayon

EXPECTED ACHIEVEMENTS

Minimum academic skills necessary to accomplish life work

Primary level - chronological age 6-7-8

a. Beginning reading

b. Understanding of numerical concepts

c. Understanding of self as it related to home, family and school

On the primary level the emphasis will be on the training of sensory perception as it relates to all areas of learning. This would primarily include auditory, visual and kinesthetic discrimination as well as association.

Intermediate Reading

Intermediate Reading

Introduction

The basic aim of the reading program for children on the intermediate level is to create an interest in learning to read and to help each child develop his reading ability to the extent of his capacity. However, a few children may need to continue the readiness program begun on the primary level, while others may need to continue on the pre-primer level. Still others will be ready for a program which develops methods of word attack skills, comprehension, perception skills and oral and independent reading skills.

The reading program as it progresses should include review of the skills taught at the primary level of initial consonants sounds with the addition of medial and final consonants, blends and digraphs. A large percentage of educable children may not achieve competence in phonetic analysis of words beyond the most rudimentary level, but others may profit by it, and should have the opportunity to do it.

Intermediate Reading

Objectives

1. Continuous enlargement of the basic sight vocabulary, reviewing to maintain those words previously acquired.

2. To learn to recognize printed or written words in different contexts.

3. To use configuration, context and picture clues, separately and in combination to aid in word recognition.

4. To recognize sound and form of phonetic elements for word recognition and for acquiring new words.

5. To continue review of consonant sounds and introduce p, soft g, k, r, v, w, and z.

6. To understand alphabetical sequence of words in a dictionary.

7. To be able to use the telephone directory effectively.

8. To understand that a printed word may have more than one meaning.

9. To learn to use reading as an enjoyable pasttime.

10. To develop ability to understand and apply phonetic analysis for word recognition through emphasis on: auditory perception of some final consonants, visual-auditory perception of final consonants, initial consonant blends and digraphs, rhyme, substitution of final consonant and initial consonant blends.

11. To teach addition of inflectional ending ed, possessives, ing, est, and suffixes such as y, ly, less, ful, ness, or and ment.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening Skills	Introduce interesting and meaningful phonics games that require careful listening.	Films: Poems are Fun Reading With a Purpose
	After reading or telling a story ask the children questions of how, who, what, why, when, where, how many. Emphasize listening for details and listening for the main idea. Let them draw a picture that expresses the main idea of the story.	RCA Victor Educational and Library Record Catalog
	Give children simple oral messages to deliver to other children in the class or to another teacher.	
	Let children see how many different sounds they can identify around them.	
	Read interesting stories and poems to the children. Begin with short selections and move to more complex plots. Allow children to retell a portion of the story of the part they liked best.	
	Let children sit quietly and listen to see how many different sounds a child can identify within a given time. (birds, car horn, wind, rain, clock, dog barking, footstops, train, airplane, etc.)	
	Read interesting stories, poems and rhymes to the children with enthusiasm and expression. Begin with short simple selections and move toward more complex plots.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening Skills (continued)	This helps to increase the attention span of children. Allow the children to take part by re-telling a portion of the story or the part they liked best. Let the children listen to musical recordings. They will enjoy Mary Poppins, Nutcracker Suite, Dance A Story Series, Peter and the Wolf, etc. Use RCA Victor Educational and Library Record Catalog.	
Sight Vocabulary	Use picture, context and configuration clues to identify printed words. Introduce new words in context. Use a new word several times in different contexts until the child understands it completely. Use many pictures with words to match. Use any devices and drills to help the child master the word. When teaching a new word in a story let the child underline, erase, rewrite, circle, trace the word on the chalkboard. Include the word in matching exercises. Use the basic words in the sight vocabulary in the "daily news" or conversation period, in games, in songs, in arithmetic, in arts and crafts, on labels in the room and in stories composed by the children. Make up sight exercises, matching the endings of words. Let children frame the endings of words. Use words that end in two letters and match endings. Continue with words that end in three letters, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Sight Vocabulary (continued)	Teach recognition of a number of basic sight words introduced in the reading material.	
	Use picture, context and configuration clues to identify printed words.	
	Develop the ability to make visual discriminations among sight words of: 1. different configuration 2. same configuration 3. configurations possessing similar letter elements 4. capital and lower-case initial letter forms 5. longer sentence - like units 6. initial letters in known words	
	Work on improving the ability to remember word forms.	
	Develop the ability to perceive and discriminate among the initial consonant sounds appearing in the basic sight vocabulary (b, c(k), l, s, fh, m, n, r, t, w, g, (hard y, j).	
	Develop the ability to perceive and identify rhyming words.	
	Develop the ability to use structural analysis in recognizing known words to which the inflectional ending s has been added.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Matching Beginning of Words	Let children observe likenesses and differences in two letter beginnings of words. Write the following list of words on the board: bunny - beds Betty - Cathy help - hat Carol - bucket hands - Ben bell - hens Frame the beginning in the word bunny (bu). Ask anyone who sees a beginning in the second column exactly like the beginning in the word bunny to come to the board with a pointer and frame it. Of course the child would frame bu in bucket. Continue until all the pairs of beginnings have been found. Since the vowel is always included in the beginning of a word, the beginnings in bell and beds are alike; but not the beginning in bell and bucket. The beginning in bunny matches the beginning in bucket. Continue procedure with three.	
Initial Consonant Sounds	Let the children first hear the initial sound in isolation. Ex. Use the "s" sound and show a picture of a snake. Give the sound and let children repeat it. Display pictures of other objects whose names begin with a clear "s" sound. Direct the children to listen carefully to the sound with which the words begin.	Sammy the Snake Phonics We Use (Lyons and Carnahan)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Initial Consonant Sounds (continued)	Present the initial consonants f, t, d, m, p, h, hard g and c, and b in the same manner described for the letter s. Use picture cards until the children master initial consonants. Then discontinue the use of pictures and dictate the beginning sounds of the words. Pronounce three words, two with the same initial consonants, one with a different consonant. Ask children which two words begin alike.	
Plural endings	Draw a picture of one ball on the chalkboard. Directly opposite draw two more balls. Explain that the first is one ball, writing the word ball beneath the illustration. Next show them the other illustration and explain there are two balls, emphasizing the ending of the word balls so that the children can hear the "s" sound. Write the word balls under the illustration and tell them that the addition of the s ending means more than one ball.	
Initial sounds	After the children learn the sounds of s, f, t, d, b, h, p, hard g, and c, and m, present the remaining sounds: k, r, n, j, l, v, y, w, z, q(u). Also introduce the digraphs sh and ch. Prolonged practice is necessary so use many game-type activities to sustain interest. Play guessing games as "I am thinking of something good to eat and its name begins with b." The child who guesses correctly is "it" and supplies the next example.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Initial sounds (continued)	Use recordings, such as Mr. Bunny Big Ears. Use consonant chart to find the same words in reading a particular story. Use rows of words beginning with the same consonant with one word different. Use sentences in which words beginning with a certain letter is underlined. Have children draw a picture of anything he can think of which begins with a certain sound.	Record: Mr. Bunny Big Ears
Ending consonants	Introduce ending sound by pronouncing the word with emphasis on the last letter. Let the children repeat the word and listen to the sound at the end. Use a word with "s" on the end. Tell the children that the word ends with the "snake sound". Have a lot of drills until they can recognize final sounds of s, t, f, p, and g.	
Verb ending "s"	In teaching the s ending for verbs, write the base word, run, on the chalkboard and the letter "s" apart from it. Ask the children to read the word run and produce the sound of the letter s to form the word runs and repeat it several times.	
Blends 3	Teach the following consonant blends: bl, br, cl, cr, fl, fr, gl, gr, pr, sl, sm, sn, sp, st, sw, tr. Use flash cards, Word Study Charts (Ginn), films and filmstrips.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Blends (continued)	Introduce each sound when words containing the sound is in the reading lesson. Teach the sounds one at a time. Make a blend wheel using heavy paper, cut two circles. Use a paper fastener at the centers. Cut upper circle to allow common word endings which are printed along the edge of the lower circle to show as the upper circle is turned around. Make word cards with cards of one color with common word endings. Cards of another color with blends. Let children match cards of each color to form words.	Flash cards - Consonant blends Flash cards - Time for Phonics Phonetic Quizmo Consonant blends and digraph chart Phonetic Word Wheel Films Filmstrips
Digraphs	Review sh and ch digraphs. After the children have learned them introduce: ck, th, wh, tch. Introduce each sound in a separate instructional period. Let children give examples of words that begin with a sound. Let them find pictures and make a scrapbook.	Phonics cards Phonics records
Vowels	Present the short sound of "a" first. Write several words of the children's reading vocabulary with initial short "a" sound. Pronounce them slowly, let children repeat. Continue with o, i, u, e. Practice exercises with flash card words with vowel sounds.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Vowels (continued)	Find magazine pictures illustrating the short vowel sound and let the children locate words with short vowel sounds in the picture dictionary. Introduce the long vowel sound at spaced intervals with practice exercises of each vowel. Let children sort word cards containing the same vowel according to whether the vowel sound is long or short. Children can make scrapbooks of the long and short vowel sounds.	
Dictionary Skills	To introduce simple alphabetizing print on the chalkboard the names of two children whose names begin alike. Ask the class the question: "If we wanted these words to be in abc order whose name would be first?" When the children understand add four or five words and the same procedure. Use simple independent exercises for the children to alphabetize words. Write word on chalkboard. Have children to look at a set of alphabet cards to decide which part of the picture dictionary the word might be found. Direct them to look at the beginning words at the top of the page. When they have located the initial letter needed, have them to turn pages slowly until they can find the word.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading	Allow pupils to dramatize or do as many action words as possible (verbs). Use as many pictures of action words as possible. Divide word lists into names of colors, names of numbers, names of things and action words. Describe pictures accompanying reading. Ask questions about pictures in reading. Ask pupils to describe similar experience as described in the story. Write several phrases on the chalkboard and number them. Read a phrase aloud and ask the number, or call a number and ask the children to read the designated phrase. Use flash cards with phrases. Show them one at a time. Have children to repeat the phrase. Write phrases on the chalkboard and direct the children to find the exact phrases in their reading lesson of that day. Tell the children on which page each phrase is located.	Films Filmstrips Puppets Charts Booklets Alphabet Cards

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Matching words to words	Cut pairs of words from workbooks. Paste one set on shirt cardboard to make the master card. Paste the other set on small strips of oak tag. Keep small strips in envelope when not in use. Clip envelope to the master card. Let the child match the small word cards to those on the large cardboard. Let children match words to unlabeled pictures. Have word strips for the children to place beneath the picture on the master card. Make word cards from cardboard or oaktag. Let child place proper cards in pockets of chart for sentence comprehension. Let the children make a "Words I Know" booklet. They can add new words as they learn them and copy the words into the book.	
Oral Vocabulary Building	Write a list of household words. Ex. Sofa, refrigerator, couch, rug, pillow, blanket, bed, furniture, lamps, radio, television, stove, iron, washing machine, chair, table, mixer, toaster. Pronounce the words with the children until they are familiar with the words. Let them find pictures of the objects and make a booklet with short sentences about the use of each object. Let some children match the word with the pictures. Use worksheets and let them complete sentences using a household word. Ex. My mother uses the ___ to cook our food.	Magazines Catalog Newspaper

Intermediate Handwriting

Introduction

Handwriting, whether manuscript or cursive, is the mechanical tool of written communication and expression. The retarded will need to be able to communicate through writing for many reasons - to make job applications, file social security forms, apply f[illegible] marriage and drivers licenses, children's registration forms, excuse letters, personal notes, etc. They should be taught carefully and correctly the basic rudiments of handwriting.

Manuscript writing should be practiced because many forms require printing. Cursive writing may be taught at the intermediate level.

As soon as a child has mastered the mechanics of handwriting, be it manuscript or cursive, he should begin immediately to develop its use as a means of written communication and self-expression.

Intermediate Handwriting

Objectives

1. To teach children to write legibly.
2. To teach children to form letters correctly and in the proper manner.
3. To teach children proper spacing between letters and words.
4. To teach the correct method of joining letters.
5. To teach the proper size in writing.
6. To teach the proper posture for writing (varies for right and left handed pupils).
7. To continue eye-hand coordination and fine and gross motor control.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Writing	Teach lower case letters first. Use imaginary line paper. Gross motor activities - kinesthetic tactile sensory. Make giant circles in the air with arms - first left, then right. Use alphabet game with cursive letters. Make giant connected circles and loops. This exercise creates a feeling for the continuous flow of cursive script. Trace sandpaper alphabet letters with attention centered on the direction of the letters. Have children use chalk on board, stick in sand or clay to develop feeling for forms. When the child has developed his ability to make letter forms in sand and on blackboard, he is ready to transfer to paper. Teach proper posture and paper slant to children. Be sure child holds pencil correctly. Introduce and explain guide line paper (imaginary line paper). Dark lines - base lines First dotted line - height of lower case letters Second dotted line - reserved for special case letters such as p and t.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Writing (continued)	Third space line - height of tall letters and upper case letters. Never write in top space. Provide an extensive amount of tracing work to teach undercurves small loops overcurves large loops below the line loops joining shapes together - practicing slant and spacing. Introduce groups of similar letters. Develop letters groups into words. As soon as possible introduce upper case letters - start with those needed by the children. capital letters of names name of school street name days of week, month When child is ready convert to single unguided paper.	Better Handwriting for Everyone (Noble and Noble Pub.) Imaginary Line Handwriting Beginning Cursive Book (Stock-Vaughn) Imaginary Line writing paper Regular sized pencils Single spaced paper

Intermediate Spelling

Intermediate Spelling

Introduction

Teaching spelling to the mentally retarded is important. Skills should be developed at the intermediate level and continue throughout the child's school career. When the educable young adult enters into the working world and general society they usually cease to have the identification of "special education students". They must compete with the "normal". Therefore careful consideration should be given to the selection of spelling words which are meaningful and of value to the individual child himself. (Name, address, school, city, state, etc.) Additional words will become available from observation of the child's need to express himself in writing. Continually evaluate and note spelling needs.

Intermediate Spelling

Objectives

1. To create an atmosphere in which the child is aware of the need for spelling correctly.
2. To provide individual spelling and word lists to meet individual needs.
3. To teach the words the child needs for communication in writing - words to express himself in letters and personal notes.
4. To teach words needed for individual written expression.
5. To teach formation of new words from root words (add "s", "ed", and "ing").
6. To teach good spelling habits.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling	Use the following procedures: 1. Pronounce the word. Use it correctly in a sentence. Look at the word, say it, say it in syllables. Say the letters in their correct order. 2. Have the children close their eyes and spell the word. Check the spelling to be sure it is correct. Tell the children to write the word correctly, making every letter carefully. Then let them cover the word and write it again. Let the children do this three times, checking each time. 3. Practice spelling the words. Make and explain the assignment. Children are to find a partner and call out their words to each other. Words are to be spelled orally. Teacher should call words out to any child or children who cannot get a partner.	Individually prepared spelling booklets Paper, pencil Exercise dittos Student dictionaries Material for spelling games
	Teach functional spelling words and words correlated with activity areas. A reference material for functional words might be A Functional Basic Word List for Special Classes.	Stanwix House - A functional basic word list for special pupils
	Develop individual spelling lists geared to the individual needs and abilities of individual children. Make sure that the children understand each word.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling (continued)	Provide time in school for oral practice of spelling words. Partners and small groups can be utilized effectively. Provide writing experiences for children which utilizes spelling words - fill in the blank, repetitive practice, using meaning, matching words, dictionary work, fill in sentences, write notes, address envelopes, etc. Matching - fill in the blank or other written seatwork exercises correlated with unit activities. Write the assignment on the board and explain: children are to write an original sentence with each of their spelling words. Remind children that they should use the dictionaries if they do not know what a word means. Help them look up the words. Have children take spelling lists home for study. Have oral reading of sentences on tape recorder. Discuss. Play spelling games utilizing each child's individual words in the games. Some games are: Spelling Bee, Spelling Tick-Tack-Toe, I Am Thinking of a Word (child spells word).	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling (continued)	Begin next week's list from the words missed from previous week's list. Provide time and guide children in individual study skills: Say words Close eyes and spell word Check word Write word Check word Rewrite if necessary Practice Tests - two children working together. Use a final check as an indicator of achievement (if a child cannot spell his words, adjust the list and give as much time as is needed for him to master some. Do Not Test to produce failure.	
Spelling Games	In using the game "Spelling Bee" select two teams. Call a word for each child from his individual list for the week. (Use alternate teams). Keep score of words misspelled. The team with the lowest number of misspelled words wins. Spelling Tic-Tac-Toe. Divide class into two teams and seat them before a tic-tac-toe board (the chalkboard can be used with the use of masking tape to form the squares). Call a word for each child from his individual word list for the week. Have alternate teams. Players who spell their words correctly may make a mark on the tic-tac-toe board for his team. Teams are "X" and "O".	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling Games (continued)	Any number of games may be played because each player should have several turns. Keep score of how many games each team has won. "I Am Thinking of a Word Game." Give a word meaning to define a specific child's spelling word for the week. Example, "Mary, I am thinking of a word that means ...." The specific child spells his answer. The other children raise hands if they think it is correct. (One hand for spelling the word and two hands for the spelling and meaning of the word). Child tells word he has spelled. If both the spelling and the meaning of the word is correct, child gets two points. If spelling only is correct he gets one point. If meaning is the only part correct, the child only gets one point. This game can be played for individual or team scores. The game Tic-Tac-Toe can be used in various other ways. The tasks required of each team member may be altered for the individual needs of a particular child. Some suggested variations are: to ask each child to make a sentence with the word; to have each child to tell what the word means; to require that the players make three different new words out of his spelling word by adding different suffixes; have each child find the word in the picture dictionary (give them a restricted time -- perhaps two minutes -- to find the word.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling	Correlate spelling with other subjects. Spell orally together new reading words used in writing chart stories. Develop worksheets exercises to emphasize similarities in words. Make a list of words and ask the children to pick out the ones that are different. Spelling procedure: Write the word on the board. Pronounce the word. Emphasize configuration of word. Emphasize beginning and ending of word. Let the children trace the word with finger on the board. Erase the word and let the children write the word from memory. Check. Write the word on the board again. Repeat. Finally, the child should be allowed to get the correct form of the word anytime he is doubtful of its spelling.	

Intermediate Arithmetic

Intermediate Arithmetic

Introduction

The arithmetic program at the intermediate level is an extension of the concepts taught in the primary program. Daily situations including counting, using money, telling time, reading and writing numbers, measuring and computing should be utilized to the greatest capacity.

With the retarded child much drill and repetition is necessary for him to grasp concepts, and the concepts only have meaning through use. Real life experiences should be included in planning the arithmetic program.

Children with mental ages 7 to 8 can be expected to achieve the following skills: recognize, write, and relate symbols to 100; tell time; have concept of the ordinal numbers; know all the addition and subtraction combinations not requiring carrying or borrowing; use inches, yards, feet, cents and the calendar, names of months, days of the week and the date; form groups of objects as a basis for division and multiplication; use the fraction ½ correctly.

Children with mental ages 8 to 9 can be expected to learn the following skills: understand money values through one dollar (including ability to make change); use fractions ¼ and ½; carry in addition; borrow in subtraction; do simple multiplication and division; recognize and understand relationships; and then to be able to apply them to concrete meaningful situations.

Intermediate Arithmetic

Objectives

1. To develop the ability to perform accurately with numbers in situations that are required in his local environment.
2. To provide ability to tell time accurately.
3. To expand arithmetic vocabulary.
4. To increase social competence.
5. To provide practice for mastery of the fundamental processes.
6. To develop purposeful activities and understandings of money to meet present and future needs.
7. To provide continuous growth of concepts of measurements.
8. To provide an understanding of arithmetic in personal, social and daily experiences.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Numbers Uses for daily needs	Explain the measurements in recipes and let the children play games and keep scores. Make height and weight charts. Let children make and fill out cards with their name, address, date, and ages as an introduction to application form. Use newspaper to make food shopping list and compute total cost. Secure various travel schedules and teach children to read and interpret them. Use experiment with dry and liquid measures. Let children measure for activities on floor or measure cloth, etc. Introduce them to bank activities and banking terms. (deposit and withdrawal slips, cash, check, amount on hand). Familiarize children with post office activities (purchase of stamps, regular, air mail, Special Delivery, mailing packages).	Films: Our Post Office Mailman

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Time	Pass our clock dials. Let the children manipulate and count aloud as they move the minute hand at 5 minute intervals. Call out specific time and let them come to the chalkboard and fix the hour hand on clocks drawn. Fix the clock at certain time. Have children write down on a piece of paper what time it is. Prepare mimeo work sheets with clock faces drawn and let the children fill in specified time. List time on the board and let the children go from there. Let them draw hands to show the time. Drill and practice until the children understand. Call attention to various times for school activities (music, library, physical education, milk time, lunch schedules and dismissal time). Make a chart of class schedules and let children become familiar with it. Call on different ones and tell them to be responsible for letting the class know when to go to various activities. Let them write sentences telling what they do at various times. Ex. I get up at ____. We come to school at ___. We go home at ___. We eat lunch at ____. I go to bed at ___.	Films: Being on Time What Time Is It?

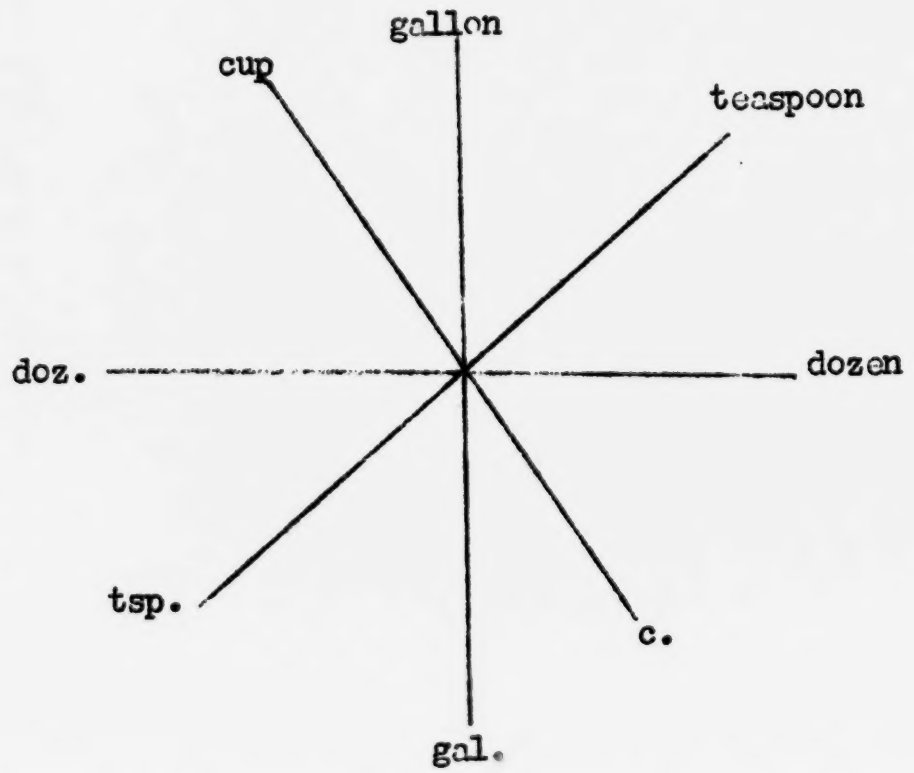
CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Time (continued)	Make a bulletin board relating to time. Ex. What time is it? Make word cards. Display clock face month breakfast morning week lunch noon week-end dinner afternoon day night	
Quarter hour	Explain that every clock is numbered from 1-12. There are five minutes between each numeral. Let the children count aloud by 5's to show them that there are 60 minutes in an hour. Review half hour and o'clock concept. Demonstrate by counting that when the minute hand is on 3 it is a quarter past or 15 minutes (count by 5's aloud) past the hour. When the minute hand is on six they already know that it is half past or 30 minutes past. When the minute hand is on 9 it is 45 minutes past the hour (count by 5's aloud). Let them observe the clock at 15 minute intervals until they understand. Construct charts, make clock faces and use room clock for drill. Develop word problems using time. Ex. If Paul started to mow the lawn at 1:00 and finished at 1:30, how long did it take him to mow the lawn? Or, If it takes Paul 30 minutes to mow the lawn, what time will he finish if he starts at 1:00?	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Fractional Parts	Begin with the whole, then teach ½, ¼ and 1/3. Use any concrete object to illustrate. Make charts. Let children divide fruits into parts. When introducing fractions, be sure that the parts are exact.	
Calendar	Teach the following concepts: a. Number of days in a year b. Number of months in a year and their sequence c. Months with legal holidays and special days d. Number of weeks in a month e. Number of days in a week f. Personal birthdays Use colorful yearly calendar and let students make a day by day calendar with each child participating in marking off days and special holidays. The solar wheel is also a good device in teaching calendar concepts. Let children draw pictures of things which occur during different seasons. Discuss what special things we do during each season. Take field trips to observe signs of different seasons.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Calendar (continued)	Do art projects that relate to each different season. Ex. Fall - using colored paper, make trees showing different colored leaves. Type of mosaic. Winter - cut out snowflakes. Make snowmen from clay. Christmas decorations. Spring - make flowers from colored tissue paper. Make May baskets.	
Money	Use real money to teach the value of bills and coins. Teach the number of cents contained in various coins up to one dollar. Let the children make change from one dollar with various amounts. After child has learned basic concepts and values of money, play money can be substituted for real money if it is more practical.	
Dollars and Cents	Present one dollar as ten dimes, four quarters, two half dollars, one hundred pennies, twenty nickels. Teach one concept of the dollar at a time. Use real money. Let the children handle the money in different play situations to buy items (supermarket, etc.). Let them practice making change. Introduce the dollar sign, the cent sign, and the decimal point. Call out specified amounts of money and let children go to the chalkboard and write the correct answer.	Real money Cash register Quizmo games Film: Making Change for a Dollar

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Dollars and Cents (continued)	Introduce vocabulary money concepts, such as cheap, cost, sales, bargain, shopping, check out counter, expensive, cashier, cash, cash register, tickets, bus fare, transfer, etc. This list may be extended and developed according to the level and ability of the particular child. Discuss the use of money in relation to food, rent, clothes, utilities, etc. Discuss way that the children can earn money. Make a chart with jobs that they can do. Ex. cutting lawns, raking leaves, delivering papers, sweeping stores, etc. Distribute a list of the cost of foods that are found in a school lunch room. This is especially important in preparing the children for junior high where a la carte lunches are available. Let them count the proper amount of money needed for a suitable and delicious lunch.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Measurements	Teach abbreviations of pound, dozen, ounce, yard, foot, inch, etc. Make a chart with name and abbreviations. Use the food section in the newspaper to show how food is listed. Find pictures of food (fruits and vegetables, meat) we buy by the pound, dozen, etc.	Films Yardstick Ruler Newspaper
Linear Measures	Use yardstick and ruler to show simple measurements of inches and foot. Let children measure cloth and the floor, etc.	
	Make an abbreviation wheel for the class. Use one arrow fastened in the center with a paper fastener.	



CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Liquid Measurement	Review pints and quarts. Use pint and quart measures of milk cartons. Show that two cups of water is equal to one pint and that one cup is equal to ½ pint. Use the same procedure showing comparison of pints and quarts pouring water into containers of varying sizes. Talk about items in the supermarket that come in quarts, half pints, pints and gallons. Use measuring cup, and measuring spoons. Let the children make jello utilizing measuring devices.	Quart, pints and gallon measures Number dictionary Measuring cups Spoons
Place Value	Let each child count out ten sticks each and put a rubber band around them. Let two children put two of the packages on a card. Let them discover that there are two packages with 2 tens and that 2 tens are called twenty. Write the number 20 on the chalkboard. Continue with this procedure until the children can count to 90 by tens. Always write the numbers on the chalkboard or on a chart. Make a chart with the following: 0 zero 1 one — 10 ten 2 two — 20 twenty 3 three — 30 thirty 4 four — 40 forty 5 five — 50 fifty 6 six — 60 sixty 7 seven — 70 seventy 8 eight — 80 eighty 9 nine — 90 ninety	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Place Value (continued)	Tell the class that some numbers can be expressed as a combination of packages and single ones. Let the children count 10 sticks, package them with a rubber band, and put the package on a cardboard. Place one single stick alongside the package. Show that there is now one package of ten and one one. Write: We call the number eleve. We write it 11. Continue this procedure throughout the teen numbers. Teach all addition and subtraction facts about each teen family. Make charts with facts for children to memorize. Ex. eleven addition chart	
Number Families		

0	1	2	3	4	5	6	7	8	9	10	11
11	10	9	8	7	6	5	4	3	2	1	0

Show class that if they add any number with the number below it they will get 11.

Film: Teen Numbers

Use the same procedure as used with the eleven family and develop all the relations for the fourteen, fifteen, sixteen, seventeen families. Drill extensively to assure mastery of these fundamental relations.

Use flash cards, puzzles, games, small coins and drill in all the relations of families two through eighteen.

Relate all number facts to real life experiences. Ex. If you need 15 cents for lunch, and only have 10 cents, how much more money would you need, etc.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Problem Solving	It is difficult for intermediate children who are retarded to solve written problems. They must be very simple and within the range of the child's vocabulary. Have children learn to work simple story problem. Read aloud to the children a story problem to be sure that they associate the process of adding with the words, "how many". Have children count objects to fit the problem as it is read to them. Have the children record the problem in numerical form, if they understand the numbers 1-10.	
Concepts of ½ and ¼	Develop the understanding that ½ divides a whole object in two halves or parts which are the same size. Present an apple and cut it in half to demonstrate. Give child geometric figures (circle, square, triangle, and rectangles made of paper. Have them fold them to show halves. Present several shapes divided into different parts - halves, thirds, fourths, etc. Have the child put an x on the shapes that are divided into halves. Explain that ¼ divides a whole object into 4 equal parts. Use the same procedure as with ½.	Apple Paper

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Addition	Introduce column addition with three single digit numbers. Develop skill of adding two place numbers. Review the concept of 10's and one's place. Introduce the hundreds place and teach adding of three place numbers. Drill in adding three place numbers can be accomplished through the adding of dollars and cents. Point out to always keep the decimal point in place.	Film: Number System
Carrying	The process of carrying can be illustrated by money or objects. Also, use of the counting man can be very helpful. Explain in adding for example that 8 + 2=10. 78 Write 0 in the one's column and +12 carry 1 ten over to the ten's 90 column and add all the tens. The answer would be nine tens and zero ones. Discuss with class that nine tens = 90 - count by 10's. Explain that in addition when the ones add up to ten or more, we change the ones to packages of ten, and write the number of tens at the top of the tens column. Let children help explain and write on board. 36 = 3 tens and 6 ones +28 = 2 tens and 8 ones 64 = 6 ones and 8 ones are 14 ones. 14 ones are the same as 1 ten and 4 ones. We write 1 ten above the 3 tens and 4 ones below the 8. We now add 1 ten, 3 tens, 2 tens. We write 6 below the 2.	Place Value Chart Counting men Real or play money

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Carrying (continued)	Continue with practice exercises. Illustrate by using package of sticks to show tens and ones.	
Borrowing	Explain to the class that in some subtraction examples there are not enough ones in the top line to take away the ones in the bottom line. In such cases we change one of the tens to ten ones and combine these ten ones with the ones already there. Illustrate by using sticks. Ex. 32 -8 Three packages of tens and two ones are 32. We wish to take away eight ones from two ones. Therefore, we have to change one of the packages of ten to ten ones, and move them alongside of the two ones. This gives two packages of tens and twelve ones. Twelve ones take away eight ones is four ones. Two packages of tens and four ones are 24. After the children understand the concept using the sticks let them try the example without the sticks. Explain: We cannot take eight ones from two ones. We therefore change one of the three tens to ten ones and add them to the two ones. This gives us twelve ones in place of two ones, and two tens in place of three tens. We show this by rewriting the top line.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Borrowing (continued)	Twelve ones take away eight ones is four ones. Write four in the ones column in the answer. Two tens take away nothing is two. Write two in the tens column in the answer. 2 12 $\not{3}\not{2}$ $-\ 8$ $\overline{24}$ Continue with other practice exercises.	
Simple Addition and Subtraction	Use concrete objects for grouping. Construct booklets showing number symbols and words. Drill orally with basic combinations daily. Use chalkboard drills. Make addition and subtraction charts for bulletin boards. Use flashcards for drill. Play arithmetic games. Make simple shopping lists. Play store and let children add up simple items.	Flashcards Pegs Sticks Charts Arithmetic Games Films: Meaning of Plus and Minus Addition for Beginners Subtraction for Beginners

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Multiplication	Explain that multiplication is a short way of adding. Show multiplication by grouping sets of numbers together. Use diagrams of squares and rectangles divided into units to illustrate. Make table chart. Use records with table. Provide simple worksheets for practice exercises. Use filmstrips to reinforce teaching concepts. Teach tables as high as the children's ability will permit. Refer to teacher's manuals accompanying textbooks for detailed teaching suggestions on these skills.	Film: Multiplication for Beginners
Division	Use simple grouping of objects to show division. Associate group of numbers together. Begin division with one place numbers. Build on previous learning experiences. Use flashcards and filmstrips to reinforce concepts. The tape recorder can also be used as a teaching aid.	Films: Division for Beginners Meaning of Long Division

Intermediate Social Studies

Intermediate Social Studies

Introduction

Children at the intermediate level should have an understanding and appreciation of the immediate environment; the home, the school and the community. They should be practicing the basic concepts of citizenship and should be able to relate to people in their immediate environment.

At this level continuous growth in living together successfully is stressed. Basic skills from the primary level should be continued and broadened to enable the child to function independently.

Intermediate Social Studies

Objectives

1. To teach children to understand and appreciate the characteristics that make for good citizenship.
2. To teach children the essential things they need to know about kinds, care and buying of suitable clothes.
3. To teach children the kinds of shelter we have in Charlotte and an appreciation of our hom.
4. To develop a better understanding of the community and how to travel in the community.
5. To develop desirable attitudes toward self, home, school and country.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Citizenship	By use of discussions, films and stories emphasize and teach proper use and respect for public property.	Films Books Charts
	Make a chart and display it emphasizing the following concepts: not defacing buildings, not breaking windows, not marring walls, not writing on sidewalks or in the bathroom.	
	Select room monitors to help enforce these concepts. Plan it so that before the year is over each child will have the opportunity to be the monitor. Use various procedures to instill pride in the children for being good citizens. Let children discuss why they like certain people	
	Develop a unit of how we select friends. Emphasize appearance, good manners, fair play, good behavior, good leadership, etc. Have class discussion of people to avoid as friends (those that lead us into trouble, gangs, people with bad reputations, etc.).	
	Review with the class manners and courtesy in the home. Emphasize at the lunch period good manners at the table. Try to get the children to understand that they should practice good manners at home as well as at school.	Southern Bell Telephone records and phones Films: Acts of Courtesy Everyday Courtesy Words of Courtesy
	Show films and read stories that project courtesy to others - friends, family, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Citizenship (continued)	Use Bell Telephone Company to secure real telephone, film, record, and filmstrip. Let the students use the phones in role playing situations to demonstrate telephone manners. Also use phone to report emergencies. Let them practice dialing numbers of the fire department, hospital emergency, police department, etc.	
Clothes	Develop a unit on clothes as a class project. Lead the children to discuss the need for clothing (warmth and comfort, appearance, beauty, etc.). Bring samples of materials of things that clothing is made of (cotton, silk, leather, fur, nylon, etc.). Discuss and make charts. Let children find pictures using the newspaper to locate various stores where we buy our clothes (local stores, chain stores, general department stores, shopping centers, etc.). Use the newspaper as a guide to teach wise buying (price comparison, sales, etc.). Emphasize careful selection of merchandise. stores that have larger selection, cheaper prices, etc.). Cut pictures of clothing from newspaper or catalogues and show prices of each. Compare prices in different clothing stores. Discuss the care of clothes. Bring in concepts of mending, cleaning with soap and water, dry cleaning, ironing, cleaning and polishing shoes, etc.	Films: Clothing The Clothes We Wear Book: How We Get Our Clothing (Benefic Press) The Charlotte Observer Our Clothing Little Wonder Book Clothes Little Wonder Book (Charles Merrill Co.)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Clothes (continued)	Use catalog or pattern book and let the children select appropriate clothing for work, play, special occasions, weather, etc. Let the class dress a paper doll appropriately for school, home and church.	Catalogs Story Pictures of Clothing and Shelter (Beckley Cardy Co.) Samples of materials and fibers
Shelter	Build a cardboard house and plan the rooms in it. Plan and do arithmetic problems based on expenses in buying things for the home. Read stories and poems about homes. Make a chart showing ways that each child can help make his home more attractive. Emphasize duties that each child can do to help in his home. Ex. washing dishes, cutting grass, picking up paper, emptying garbage, dusting, simple laundry, simple cooking, etc. Lead the children into a discussion of why we have homes (shelter from cold, heat, rain, snow, etc.). Let children find pictures of the kinds of homes found in their community. Take the class on a trip to see different types of houses and building material used. Let them tell whether they live in an apartment, private home, or trailer home. Discuss materials needed in building a home (wood, brick, stone, cement, light fixtures, glass, paint, etc.).	Films: Shelter Let's Build a House Books: How People Live in the Big City (Benefic Press) Films: Everyone Helps in a Community What is a Neighborhood

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Shelter (continued)	Talk about people who help build a home, carpenter, brick mason, plumber, electricians, painters, etc. If any of the children's parents follow this line of work invite them to talk to the class. Use any method or procedure to teach the children ways of living happily in the home with others: in sharing rooms, respecting belongings of others, considering others' rights, keeping things in the proper places, sharing personal belongings, respecting each others' friends, helping to share responsibilities of parents and siblings.	
Community Services	Show film the "Doctor" to illustrate sidelights on the hospital, office, and the care and prevention of sickness. Discuss and let children write a short story about the film. Show the film "Health in Our Community" to stress team work that exists between the Department of Health and private medical people in dealing with community health problems, unsanitary living conditions, accidents, contagious disease, and the danger of contaminated foods. Talk about the major hospitals in Charlotte and where they are located. Explain specific terms used: Ex. Quiet Zone, Emergency, Hospital Parking, etc.	Films: Doctor Health in Our Community Book: How Hospitals Help Us (Benefic Press)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community	Discuss and make charts showing the major public buildings in Charlotte and their functions. If possible take the children on a tour of Charlotte and let them see our banks, courthouse, supermarkets, public library, post office, fire station, and churches downtown. If this is not possible because of distance use picture postcards.	Films: Stores in Our Community Food Stores The City Behind the Scenes at the Supermarket Communication and the Community
	Acquaint the children of other major public services in Charlotte and their functions. Use the yellow pages in the telephone directory to point out these services. The Y.W.C.A., Y.M.C.A., Rankin Health Department, Memorial Clinic, etc. should be thoroughly discussed so that the children will understand how they can use these services to their advantages.	
	Talk about transportation used in traveling to different parts of the community. Bus fares and transfers should be thoroughly taught because our children will need to know how to travel independently. Correct behavior while traveling should always be emphasized. (Bicycle riding, travel by bus, car, train).	Films: I'm No Fool With a Bicycle I'm No Fool as a Pedestrian
	Protection while traveling should be reviewed (by safety patrol, policemen, by traffic lights, and traffic signs).	
	Discuss how each child came to school.	
	Follow through by using books, films, and records to reinforce pertinent knowledge about the community.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community	Find picture that illustrate a community. Ask the children to look at the illustration and see if they can tell in general what it means to them. Use the word "community" asking where this might be and what the people living there might like to do. Plan and take a walk through the school community. After returning to the class guide the children in a discussion about the people they saw, what they were doing, etc. Ex. Mothers shopping, children playing. Use the chalkboard to list differences in people they observed - tall, short, old, races, etc. Also list the kinds of buildings seen - stores, apartments, houses, etc. Ask the children to cut pictures from magazines and other sources to show different kinds of people - adults, children, old people, people of different races, etc. Choose the best pictures and mount them for bulletin board display. Make a unit on Homes in a Community. Teach the following concepts: Building a house requires many workers who help each other. Many different kinds of materials are needed to build a house. If possible visit a site where a house or other building is under construction. Return later to note progress made since the first visit.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community (continued)	Show illustration of an apartment. Discuss with the children that homes in big buildings are still real homes. Show illustrations of different types of homes - trailer home, private home, etc. Stress the ways and means of making good homes for families living in apartments. (Cooperation for quietness, tidiness and collection of trash, etc.). Identify places in and near the school where boxes, wrappers, trash, etc. may be deposited. Extend the topic to taking care of waste when traveling by car by using a litter bag. Include the concept of taking care not to damage lawns, shrubs, other people's property as they walk to an from school. Use the trash can for waste paper in classroom, bathroom, at home. Have each child tell of one thing he can do to help his community, school, home, or yard look better or to see that it stayed clean and neat. - pick up paper, watered flowers, rake leaves, empty garbage, etc. Stress that each of us can help keep our community beautiful by helping to keep our own yard clean.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Family Living	Discuss expenses parents have in providing for the family. Let the children name articles of food brought by family. Continue the discussion to include non-food necessities such as clothing, shelter, utilities. Make a bulletin board display using magazine cutout pictures. Divide the display into two parts: "Things We Must Have" and "Things That Help Us Live Better." Make a chart of what our parents buy with the money they earn. Use under different headings - First heading, food, clothing and shelter needs. Second heading, church, school, TV, automobile, books, papers, toys, etc. To give the children some insight into the value of money combine this unit with exercises in arithmetic.With suggestions from children make up a list of groceries that one of their mothers might buy. Let each child choose one or more items for which he will find out the price. Record the prices and then add the total bill.	
Self Improvement	Use games that will give children understanding of the meaning of being a good sport, good loser, good leader, and a good follower. Display posters, read stories to help reinforce these concepts. Use role playing and make up situations that will involve the children in understanding these concepts.	Films: Fun on the Playground Other People's Property

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Self Improvement (continued)	Review the meaning of the flag and continue saying the "Pledge of Allegiance". Keep the children aware of important current events such as man's first walk on the moon, current president and vice-president and the war in Viet Nam.	
Social Competencies	Make a bulletin board entitled The Tree of Politeness. Draw an outline of a tree and pin word cards of politeness on the tree. Ex. Use following words: May I? Excuse me, Pardon me, Thank you, Please, I beg your pardon, I'm Sorry, Yes sir, Yes, thank you, No, thank you, Yes. Fix a chart to show those who are polite to one another. Act out scenes of people being impolite, then correct it with politeness. Make individual tags with address, parents' names, phone and birthdate. As morning activity when checking the roll, let each child give this information orally. For seatwork activities, make cards requiring this information and let children fill in. Have calendar showing each child's birthday. Let children plan refreshments for a party. Discuss rules of good table manners. Have children make a copy of these rules for themselves. Let them observe each other while eating in the cafeteria. See if	Films: Other Fellow's Feelings Acts of Courtesy Words of Courtesy Filmstrip: School Courtesy

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Social Competencies (continued)	they are remembering to use good table manners. Fix a chart and give checks for those who show good table manners.	
	Discuss when we should say "excuse me." Some do not understand the word excuse. Discuss when we should say "please" and "thank you". Show film Mr. Bungles. Other appropriate films and filmstrips can be shown. Make a bulletin chart with the following after viewing film: Don't Be a "Mr. Bungles" Remember: 1. Chew with your mouth closed. 2. Use only one hand. 3. Talk quietly. 4. Use napkin. 5. Remember to say "Please" and "Thank you." 6. Talk only to people near you. 7. Sit straight and tall at the table.	Film: Mr. Bungles Lunchroom Manners
	Have practice session of setting table. Make a bulletin board display using paper plate, knife, spoon, fork, glass and napkin.	
	Discuss other items found on dinner table. Example: salt and pepper shakers and add to vocabulary.	
	Discuss what silverware to use when eating certain foods.	
	Make word list and use in spelling and language activities.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Social Competencies (continued)	Bring telephone book to class. Have drills on finding names and businesses in the telephone book. Tape telephone conversation. Let children make their own telephone book using the names, addresses and telephone numbers of each. Use Southern Bell Telephone Kit. The kit may be used for two weeks. Use many real-life situations for role playing (reporting emergencies, telephone courtesy, planning parties, etc.). Make a bulletin board display on telephone courtesy rules.	

Intermediate Health and Safety

Intermediate Health and Safety

Introduction

Health and safety at the intermediate level is geared toward developing good attitudes and habits in personal grooming, personal hygiene and an understanding of the parts of the body and its care. Practical knowledge of proper selection and care of clothing is emphasized. Finally, the importance of safety is reviewed and expanded to include proper conduct in public places, safety factors in traveling, and the responsibility of adhering to safety practices in daily living.

Intermediate Health and Safety

Objectives

1. To continue expanding good health and safety habits taught at the primary level.
2. To emphasize sensory activities concerning the five senses and the care of the parts of the body involved.
3. To teach safety factors in traveling, getting on and off bus; proper behavior on bus and traveling safely alone or in a group.
4. To develop simple first aid practices in caring for minor wounds.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Personal Hygiene	Display chart of the various parts of the body. Discuss personal care of the body. Get the children's reaction of playing with or sitting beside someone who is dirty or has a bad odor. Bring in the fact that in order to be acceptable to others it is important to bathe and use deodorant. Discuss other reasons for cleanliness and self-care. (Prevent rashes and diseases, etc.) Show films on good grooming. Display posters and charts relative to health, grooming and personal care. Display and discuss toilet articles needed to use for good grooming.	Health - Day by Day (Bobbs-Merrill) Health for All - Book one (Scott-Foresman Co.) Health at School (Bobbs-Merrill) Films: Cleanliness Brings Health Your Body and its Parts Tommy's Day Soapy the Germ Fighter Let's Be Clean and Neat Care of the Skin Care of Hair and Nails Your Sleep and Rest Common Cold
Health Habits		
Rest and Sleep	Review the importance of proper rest habits, and number of hours needed for sleep. Discuss: proper time to go to bed, proper time to get up, proper time to watch tv, proper time to go to school.	
Colds	Discuss proper care of colds. Emphasize the proper use of handkerchief when sneezing, coughing, or blowing nose.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Exercise and Posture	Stress importance of proper exercises. Discuss the healthy effects of exercise upon muscles. Use record "Physical Fitness" to teach various routines. Show how posture affects health, comfort, and appearance. Use posters, records and films. Read stories illustrating that when we do not get enough rest it affects our personality and we tend to be cross and irritable with others; it affects our personal appearance (we look and feel tired, we have circles under eyes, etc.).	Film: Exercise for Happy Living "Fitness Skills for Children, Move Better, Play Better, Walk Better" Health in Our Community "Improving Your Posture"
Five Senses	Develop a unit on the five senses. Use pictures, films and stories to teach children about the five senses and the care of the parts of the body involved. (Ex. sight - eye; hearing - ear; taste - mouth; touch - hands; smell - nose). Discuss how our eyes and ears help us to be safe, help us to have fun, etc. In the unit discuss the fact that some of us wear glasses to see better, some of us wear hearing aids to hear better. Explain the role of the ear doctor and eye doctor.	You and Others (Lyons and Carnahan) Film: You and Your Five Senses "Our Senses: What They Do For Us"

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Sensory Activities	Use a "guess what box". Have a child to close his eyes and put his hands into the box. See if he can identify the objects by touch. Box may contain: rocks (smooth and rough), felt materials, feather, comb, wire, wood (bark and smooth), etc. Have a bulletin board showing soft, hard, smooth, and rough. Use cotton, coal, sandpaper, silk, etc. Label these objects and let the children touch them. Present tray of some different objects used in science. Let children look at all objects, then take away the tray. Have them name as many objects as they can. Show the filmstrip Look About You. Show that different things have different odors. Blindfold children and have them identify such things as flowers, toothpaste, perfume, lemon, orange, and popcorn by smelling. Show how all senses may be used together. Popcorn can be used as an example. They may see, touch, smell and taste the popcorn. Display the seed form and the cooked form of popcorn. Discuss different types of odor. Bring in the fact that some animals use the sense of smell to identify his surroundings and offspring.	Box Sandpaper Silk Coal Cotton Tray Tape Recorder Flowers Fruit (citrus) Popcorn

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Body Parts and Their Care	Let the children name the parts of the body and discuss the care of these parts as a whole. Let children help with information for charts on the care of each part of the body. Let each child hold a mirror and look into his nose. Tell him to note the little hairs. Discuss the value of the little hairs in breathing. This lesson may help a child who breathes through his mouth unnecessarily understand what harm is done and he may begin to breathe correctly. Show and tell how to blow the nose properly. Show a picture of the ear to the children. Make a chart telling how to care for ears. Review concepts learned at the primary level of dangerous objects in ears, etc. Let children feel their own skin. Use magnifying glass to see pores, etc. Discuss how to clean the skin and keep it clean. Collect, display and label toilet articles used in good grooming and cleanliness. Discuss how proper food aids all parts of the body. Use films and pictures to reinforce concepts.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Health Habits	Let the children make a notebook illustrating good health habits. Review when to wash hands (after toilet, after play, before eating). Discuss the care of the teeth. The reasons for brushing (prevention of cavities, importance of appearance), the correct way of brushing. Emphasize their responsibility of caring for their teeth without prompting from adults. Discuss and show pictures of baby teeth and permanent teeth. Display and discuss the dentist and his role in helping us care for teeth. Discuss the importance of eating good foods to have healthy, sound teeth. Name foods that are bad for teeth. Explain why it is bad to crack nuts or hard candy with your teeth. Tell children how to make their own tooth powder (soda, salt mixture). Make bulletin board display showing toothbrush, tube of toothpaste and caption: Brush your teeth after every meal. Have daily health check. Talk about foods needed in order to grow sound healthy bodies.	Posters on care of the teeth Pictures Soda Salt Films: Your Teeth Save Those Teeth Gateway to Health

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Health Habits (continued)	Make charts listing foods: vegetables - breads and cereals - meat - eggs - fish - fruits - milk and milk products. Use charts, films, health books, and discussions. Find pictures of different foods. Let children plan menu for breakfast, lunch, dinner. Use Thursday's newspaper to use for food planning and making shopping lists. Make scrapbooks. Make charts of preserved foods. Find pictures of canned food, dairy foods, frozen foods, dried and smoked foods, etc. Use the book How Foods are Preserved. Discuss uses of the freezer and refrigerator, bread box, cake box, etc. Use book How We Get Our Dairy Foods. Talk about preserved foods and how they help people to have foods they like all year. Discuss why foods spoil, etc.	Films: Eat for Health Why Eat Our Vegetables Planning for Good Eating You and Your Food Pictures of foods and the food words Newspaper Books How Foods Are Preserved How We Get Our Dairy Foods (Benefic Press)
Clothing Selection and Care	Show film on clothing. Discuss selecting clothes for different occasions. Use a catalog to select clothes for school, for church, for a party, etc. Use newspapers to introduce various clothing and department stores.	Filmstrip: You and Your Clothes

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Clothing (continued)	Discuss the sales on playclothes, school clothes, etc. Also which stores have expensive clothes and which ones have good clothes but the prices are less expensive. Make bulletin board display showing suitable clothing for specific weather conditions. Discuss what kind of clothing can be washed at home and the kind that must be dry cleaned. Mention the use and amount of bleach and detergent to use to get clothes cleaner, whiter or brighter. Discuss how the launderette helps us care for our clothes. Talk about going to the launderette; proper procedure for using the machines, separating the clothes, folding the clothes, etc. Use catalog for selecting other wearing apparel including shoes, socks, etc. Discuss the need for washing and wearing clean socks and underclothes, etc. Emphasize the importance of being neat and clean when coming to school - change clothes and hang up after school before play. Make a chart with a list of clothing needed for school, work, and play. Let the children use words in reading and spelling activities.	Newspaper Catalogues

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety	Write list of rules for personal and group conduct as relates to: safety on the playground, safety on public and school buses. Show a film on causes of accidents to and from school. Talk about ways to prevent accidents at home, school, street, and playground. Read and write experience charts of children's reports of an accident on the playground. Read vocabulary relative to safety in units. Use the telephone to teach children how to report accidents. Use role playing. Teach safety factors in traveling: getting on and off bus; behavior on bus; traveling safety in a group. Teach safety in relation to bad weather conditions. List way fires can be started. Write fire drill rules.	Films: Safety on the School Bus Safety to and From School Playground Safety Jimmy of the Safety Patrol Street Safety is Your Problem

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety	Read newspaper articles relative to local fires. Use telephone for role playing in reporting fires. Discuss what to do and what not to do in case of fire. Emphasize the protection of younger brothers and sisters in preventing them from playing with matches or playing too close to the stove, etc. Discuss bicycle riding and how to ride safely along the streets - bike signals, etc. Show films. Write safety rules related to school, home, community. Show films about safety. Have various resource people talk to the class about safety. Play game of "Charades". Have children act our right and wrong ways to do. Make bulletin board display about safety. Discuss poisons, taking medicine that belongs to others.	Films: I'm No Fool With Fire Fire Drill Exit at our School Bicycle Safety

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety (continued)	Make up a list of danger words. Discuss and explain meaning. Ex. explosives, inflammable, danger, look out, icy walks, beward, dynamite, live wires, watch your step, etc. Dorrelate the teaching of safety words with language arts activities.	Film: Safety in the Home
Tools	Write list of familiar tools we use at home. Pronounce the words and discuss the job each tool does and where we buy tools. Let children tell of other tools they use or have seen around the house. Read a story dealing with an accident that happened because of improper use of tools. Discuss how important it is to know how to use the tools properly. Let children help dictate a short story on the chalkboard of safety rules when using tools. Ex. Keeping tools where they belong. Putting tools away after use, etc. Let them find pictures of tools and match the pictures to the words.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
First Aid	Display a bottle of alcohol, cotton, iodine, or any familiar germ disinfectant. Include band aids. Show how to clean a scratch or simple abrasion properly. Explain the importance of clean hands when attending wounds. Show films and filmstrips on simple first aid procedures. Make a chart or scrapbook about what we can use for treating minor accidents. Develop a word list with items used: cotton, alcohol, iodine, band aids, etc.	First Aid Kit Film: First Aid on the Spot

Intermediate Science

Intermediate Science

Introduction

The Science program for the intermediate educable mentally retarded class depends upon the locality, interest and comprehension level of the children to be taught. It should be practical and functional, simple enough to understand, and objective enough for him to use. The science experiences should grow out of the child's concern of things around him in the home, school and community. He should be given an opportunity to learn of things of value to him now and in the future through concrete observation. Real objects brought in by the children have more lasting impressions than just reading or talking about them.

A science corner is a must in every classroom. A terrarium and an aquarium create much interest. Collections of objects are added to the science corner as they are brought in.

There are many easy science books that the children can read or use as reference materials through pictures. Tape recorders, record players, films and filmstrips provide much information needed to reinforce concepts to be taught. The Educational Television Science programs are geared to help children become interested in exploring.

The content of a science program can be developed in such a way as to correlate with almost every subject - reading, spelling, writing, arithmetic, language, music and art. Concepts begun at the primary level may occur on each level of learning, but with a wider application and with new experiences.

Intermediate Science

Objectives

1. To acquire a concrete relationship to the child's environment.
2. To stimulate the children to make observations and perform experiments which will enable them to learn more about the parts, functions and importance of plants in daily living.
3. To develop an awareness of the importance of animals and how they help us in daily living.
4. To develop knowledge of functional science experiences relating to child's present and future everyday needs.
5. To show that the use of machines make our work easier and that work is speeded up by levers, wheels, and inclined planes.
6. To help the children learn about magnets and h9w magnets help us.
7. To provide the children with a greater knowledge of the solar system.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants	Let the children take a walk around the school to see how many kinds of plants they see that they can name. Let each child bring from home as many different plants as he can. Those can be pressed, put in booklet and labeled. Discuss: the size of plants - large, small, tall, short, the shape of the leaves, where plants grow. Get two plants of the same kind. Plant in pots, water one, but not the other. Watch these to see what happens to them. There was no water for one. Plants need water. To teach how stems carry water to the leaves, use three pieces of celery. Cut off about an inch or two of the stems. Place one in a glass of clean water, one piece in red ink, and one piece in blue ink. Examine the celery from time to time during the next few days. Then remove the celery from the glasses and cut across the stems with a knife. Examine the cut ends. A magnifying glass will be very helpful. To show that plants need sunlight, place one plant in sunlight and another in the dark for two or three weeks. Notice the difference in color. Plant bean seeds in cotton in a glass. Keep cotton damp, watch beans sprout and begin to grow. They stop growing when food from the seed is used up. Other seeds planted in good soil, watered and having sunlight will grow a long time.	Plants Vegetables Fruits Seeds Cornstarch Water Salt Clay Opaque Projector Terrarium Aquarium Cotton Film: Plants and Sunlight Gardening Life of a Plant

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants (continued)	Talk about the roots, stems, leaves and seeds that we eat. Let the children bring in a vegetable or fruit and help decide which part of the plant it is. Make a chart and let the children illustrate. Make a seed mosaic, using any kind of seed available. (corn, beans, peas, popcorn, etc.). When studying fruits and vegetables, note the different shapes. Show these on opaque projector. Let the children make salt mache fruit for a plaque. Recipe: 2 cups of salt, 1 cup of cornstarch, 1 cup of water. Heat slowly until well mixed and cooked to consistency to be molded as clay. Store in plastic bag until ready to use. Take a walk and observe trees. Talk about the shade it gives, and how it provides homes for animals (birds, squirrels). If it is an evergreen, talk about its beauty and what beauty it adds for us in winter, spring, summer, and fall. Discuss the difference flowers, shrubs and trees make in beautifying our surroundings. Draw pictures of houses. Part of the class can put flowers and shrubs around the houses. The other part puts none. Discuss the difference the flowers and shrubs make.	Films: Plants Make Food Planning for Good Eating Plants and Sunlight

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants (continued)	Keep a few growing flowers in the classroom and let the children take turns in caring for them. A terrarium is good to have in any classroom. Here small plants can be kept all year. Vegetables such as onions, potatoes and beans can be grown in a terrarium. Make a chart and list plants from which we make our clothing. Bring in scraps of materials made from plants. Ex. cotton, linen - flax, paper - wood. Make a unit on clothes from plants.	Films: Trees and Their Importance Trees: How We Identify Them Trees for Tomorrow
Insects	Take a field trip in the fall or early spring to look for different kinds of insects. Take jars to put some in if caught. Have children gather leaves or grass on which insects are found and put in jar for food. Ventilate jar. Identify insect. Preserve insect. Make a chart of each insect studied. Let children help with the information they have found. Keep some insects in a terrarium with a screen wire over the top. Grasshoppers may lay eggs and later these may hatch. Discuss bees and the kind of work each bee does. Bring in the fact that they make honey. Bring some honey to let children see and taste. Show film on "Life Cycle of Bee and Their Work."	Film: Life Cycle of Bees and Their Work

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Insects (continued)	Show that insects depend upon plants for food. Make paper mache shapes for insects. Cover with colored tissue. Put legs, antennae, eyes, etc. or made of colored construction paper. These can be made and hung as mobiles. Make a chart and divide into "Harmful" and "Harmless" insects. Let the children make a booklet with pictures of harmful and harmless insects. Tell how the harmful insects harm us and how the harmless help us. Make an ant farm - Use a gallon jar of sand. Get the ants from the same anthill. Note that different kinds of ants do not live together peacefully. Let children observe ants at work. Get colorful books from library on insects and keep on reading table.	Honey Gallon jar Sand Tissue Construction paper Ants Library books
Animals	Make a unit on farm animals. Let the children name farm animals that they know and tell what each one does for us. Make a booklet with story and pictures. Ex. Cows give milk. Butter and cheese are made from milk. Icecream is made from milk. Visit Sealtest Dairy in Charlotte to learn about milk and milk products. Use clay to make animals - glaze and bake.	Films: Farm Animals The Farmer Milk

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Animals (continued)	Name forest animals most common in our county. List on a chart. Let them find out where the animals may be found, its food, how it gets its food, its kind of home, and whether it is dangerous or harmless. Let the children look in supplementary books to find stories of animals. Divide the books into "very easy", "easy", and "harder" by using different colors of paper as covers. Keep on reading table. Some children will be able to read all the stories, some a few, and probably some will only look at the pictures. Weekly News Readers are also good to use in teaching science. List things made from the skins, hides, furs, bones, feathers and wool of animals. Ex. shoes, pocketbooks, purses, buttons, coats, trimming of garments, etc. Teach an understanding of <u>why</u> laws are made about animals: Extinction if not protected. The season when young are needing parents. Certain time of year for hunting seasons. Discuss animals that live together (those who live together for protection, those who live together while migrating, those that live together to raise a family). Discuss other ways in which animals help us. Ex. Animals eat insects (birds, toads, snakes).	Filmstrips and films on farm animals Filmstrips and films on forest animals Clay Charts Suggested trips: Nature Museum Freedom Park Charlottetown Mall

4

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Weather	Discuss the causes in change in temperature and weather (rain, cold). Show filmstrip Why Does it Rain, Snow, Hail and Sleet. What Makes Rain. Review and discuss suitable clothing to wear in rainy weather, cold weather, hor weather, etc. Show filmstrip What is a Season? You and Your Clothes.	Filmstrips: Why Does it Rain, Snow, Hail and Sleet? What Makes Rain? What is a Season? You and Your Clothes
Magnets	Place objects on a table: pencil, eraser, nail, thumbtacks, safety pins, chalk and paper clips. Give a child a magnet and let him see which objects the magnet will pick up. Classify the substances the objects are made of. Ex. Eraser - made of rubber; nail - made of iron, etc. Let them make a chart. List the objects that the magnet picked up and why. Identify things in the room made of metal. Let the children find out which metals are iron by testing with a magnet. Place metal toy cars on a desk. Let the children move a magnet and cause the cars to move along the table. Little magnets are used for bulletin board use. If you have a magnetic board and magnetic teaching aids (numbers, alphabets) demonstrate and discuss.	Magnets of different sizes Glass Pieces of iron Compass Ideal Charts - Group IV Film: Michael Discovers the Magnet

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Magnets (continued)	Find pictures that illustrate: Little magnets are used in potholders to hold them up without a hook. They are also used in compass. (Compasses are used to show people the direction to go). Heavy loads of iron and steel are lifted by use of electromagnets.	
Simple Machines	Try to show that anything used to make work easier is a machine. Use a small can of paint or glue with a lid that is stuck. Show that you cannot get the lid off without help and that you can use a screwdriver to pry off the lid. The screwdriver is the lever or machine.	Hammer Nutcracker Pictures Ideal Charts - Group IV
	Use a nail nailed far in a board. Show that to get the nail out that a hammer, lever, is used to help you use your muscles to get the nail out. The hammer is a machine.	Nail Board
	Watch the garbage truck pick up a load of garbage from the cafeteria. Try to see how many machines you can at work.	
	Show pictures of household appliances that are motor driven. Discuss how they work. Discuss how a pulley helps us to lift heavy things.	
	Let the children observe the US flag raised. They may see the use of the pulley to keep from climbing the flag-pole.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Solar System	By use of pictures, films, magazines, and books, teach the following basic concepts: 1. The moon is too cold at times for plants and animals to live upon it. The moon is a thing of beauty. Man had studied the moon and has landed on the moon. There are mountains on the moon. Read the children a story about our astronauts. You may select any of the books on trips to the moon from your library. Talk about why the moon has different shapes. Darken the room, shine a flashlight at a white ball from different angles. This will help to show the different shapes of the moon each month and to show the part the sun plays in this. Use a light bulb and globe to explain that the earth moves around the sun. Use the light bulb to represent the sun and a globe to represent the earth. Move the globe around the bulb and demonstrate how the reasons for different seasons of the year can be explained as the earth rotates. Discuss how beautiful the stars look at night.	Film Flashlight Ball Globe Books Pictures

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Solar System (continued)	To demonstrate why we cannot see the stars in the daytime darken the room and have one of the children shine a flashlight from the front of the room. Let the children discover how clearly the light can be seen in the darkened room. Turn on the lights and raise the shades. Shine the flashlight again. Let the children discover that it cannot be seen as clearly. Next, have the child go outside on the school grounds in a place he can be seen from the window and shine the light again. Lead the children into a discussion about whether it can be seen as clearly as before. Show the films Our Mr. Sun. Discuss. Show newspaper and magazine articles of Man's First Walk on the Moon. Read the children a story about our astronauts. Develop a Science Library for the children. Try to get the following books from the school library: Doing Work - Blough, Glenn; Row Peterson Co. Insect Parade - Row Peterson Co. Plants Around the Year - Row Peterson Co. Flowers, Fruits and Seeds - Parker, Peterson & Co. Useful Plants and Animals - Parker, Peterson & Co. Magnets - Row, Peterson Co. Why Stories - Dolch, Edward: Gerrard Press	Flashlight Globe Film: Our Mr. Sun (Local Bell Telephone Co.)

Intermediate Art

Intermediate Art

Introduction

Art is an important part of the school curriculum for the retarded child. It presents another medium by which the child can express himself and gain self-confidence. It should provide opportunities for the child to appraise his own work and to give him the satisfaction of being able to manipulate tools and materials while doing creative work. Arts and crafts should also help the child develop an appreciation for the work of others and should make the child aware of the beauty of his surroundings.

Intermediate Art

Objectives

1. To teach art vocabulary, use of tools and give experience with various media.
2. To encourage awareness and recognition of color, line and design, not only in art projects, but in everyday perception.
3. To increase self-confidence and pride in one's own work.
4. To demonstrate that mixtures of colors will produce other colors.
5. To initiate ideas of hobbies and creative leisure time activities.
6. To continue art activities from the primary program.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Printing	For linoleum block printing, cut design in linoleum, use brayer to apply ink. Press on paper, repeat, matching edges. Innertube printing: cut shapes out of innertube - glue to cardboard. Use brayer to roll on ink. Press on paper. Vegetables may be used for art printing. Review Primary Art Activities.	Linoleum blocks Innertube Scissors Elmer's glue Cardboard Ink Brayer
Modeling	Use Plaster of Paris, plus vermilculite. Pour into milk cartons. Peel away carton after plaster sets. Use chisels, rasps, and other tools to shape. Use clay to model objects used in unit work. Review Primary Art Activities.	Plaster of Paris Vermilculite Milk cartons
Paper Art	Use aliminum foil as base for bird and cover with tissue paper feathers. Use brown wrapping paper as base for mural, each child can share the work using paint, crayon, or cut paper.	
Cloth and Stitchery	Let children do individual stitchery projects using burlaps, cotton yarn and simple stitches. Teach the running stitch, chain stitch, satin stitch, French knot and lazy daisy stitch. Use stitchery mural as class project.	Charlotte-Mecklenburg Art Bulletins

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Mosaics	Create designs or pictures using dried beans, seeds and pasta. Use oak tag paper and Elmer's glue.	
Crafts	String cranberries, and popcorn for Christmas trees.	
	Make pencil holders from covered tin cans (soup can size) or decorate lower half of detergent bottle.	
	Make planter from gallon size detergent bottle.	
	Make birthday, holiday and get-well cards.	
	Make felt bean bags.	
	Make felt sofa pillows.	
	Make ashtrays using flower pot saucer and tiles.	
	Paste macaroni on objects and spray with gold or silver spray paint.	

Expected Achievements

Intermediate level

Minimum academic skills necessary to accomplish life work:

Chronological age 9-10-11

a. Reading proficiency at 1.5 grade level and/or a recognition of one-third of the Dolch Word List.

b. Competence in the use of addition and subtraction concepts based on concrete measurement.

c. Understanding of self as it relates to home, family, school and immediate community (neighborhood or town).

Appendix

DOLCH BASIC SIGHT VOCABULARY

Since these 220 words make up 50% to 75% of all ordinary reading matter they should be recognized by sight by all school children. One-fourth of words known in Grade 1; half of words know middle of Grade 2 and all words by middle of Grade 3.

look	for	black	were	many	start	see	three
did	has	or	cut	funny	one	with	made
round	clean	and	where	ate	very	why	sit
come	a	thank	him	brown	fall	run	two
out	give	both	try	jump	this	well	don't
today	always	up	yes	must	as	by	keep
go	who	now	stop	call	much	down	no
all	green	tell	light	work	what	came	be
ten	those	play	are	now	think	use	together
help	do	soon	from	pull	hot	away	too
that	of	full	hurt	big	please	so	had
around	bring	little	will	there	every	got	does
not	laugh	our	just	off	been	the	pretty
under	how	long	hold	my	white	am	any
because	wash	can	eat	was	an	gave	warm
find	four	live	fly	own	carry	I	he
may	over	if	its	make	get	let	then

show	sing	blue	ride	put	buy	their	write
yellow	went	her	which	kind	these	red	at
walk	found	about	done	want	say	us	five
before	shall	said	on	first	old	right	only
it	upon	going	read	best	cold	me	fast
your	sleep	small	myself	to	good	take	some
six	drink	in	saw	know	when	never	eight
into	ran	them	wish	better	draw	we	have
after	could	grow	seven	you	buy	his	ask
far	here	they	once	again	pick		

BASIC READING WORD LISTS1, 2, and 3

1

Pre-Primer Reading Level

a	blue	for	home	looked	play	something	two
airplane	boat	funny	house	may	puppy	stop	up
and	brown	get	I	me	ran	store	want
apple	can	go	in	morning	red	thank	we
are	come	going	is	mother	ride	that	went
at	do	good	it	my	run	the	what
away	down	good-by	jump	not	said	this	where
baby	did	have	kitten	oh	saw	three	will
ball	fast	he	like	on	see	to	with
bed	father	help	little	one	she	too	you
big	find	here	look	out	sleep	train	

2

Beginning Primer Reading Level

all	came	had	just	new	ready	walk	am
children	happy	laughed	no	rabbit	wanted	animal	cow
has	let	now	school	was	bird	dog	hen

Beginning Primer Reading Level
(continued)

live	of	some	water	birthday	doll	him	made
pet	surprise	white	black	duck	his	make	pig
then	who	bow-wow	cat	help	man	played	there
yellow	box	farm	horse	new	pony	they	yes
boy	fun	into	miss	put	time	but	girl
jumped	quack	toy					

3

Advanced Primer Reading Level

after	called	day	heard	monkey	please	street	again
car	door	hello	moo	pretty	take	as	cat
fly	her	mouse	rain	talk	asked	catch	four
hole	Mr.	rooster	them	ate	chicken	gave	how
nest	round	took	barn	city	give	just	night
sat	three	be	cluck	got	know	old	say
wagon	best	cock-a-doodle-doo	guess	liked	open	so	us
cake	hat		looking	ours	stay	wish	call
could	hear	ma-ma	party	story	work	your	

Basic Reading Word List 4

4A

about	afraid	always	an	another	any	arm	around
back	basket	began	biggest	book	bring	bump	buy
by	cap	chair	coat	color	coming	cried	dark
dinner	don't	egg	every	faster	fat	feet	fell
fine	fire	first	fish	five	found	friend	fruit
grandmother	green	ground	grow	head	hide	hill	hungry
if	long	lost	many	milk	mitten	money	more
Mrs.	much	name	new	next	off	once	or
other	over	paint	painted	parade	pocket	read	right
road	sang	shoe	sleepy	snoq	soon	splash	squirrel
still	stopped	table	tail	their	thing	think	thought
turtle	under	very	warm	way	wee	wet	were
when	why	window					

4B

across	alone	arm	asleep	bad	bag	bang	bear
beautiful	because	boo:	before	behind	bell	breakfast	broken
candle	can't	eare	climb	cluck	corn	count	cross
cut	dear	deer	dish	early	eating	elephant	enough

4B (continued)

ever	everyone	everything	face	far	farmer	feed	flow
flower	frog	garden	geese	glad	goat	gobble	gone
grandfather	grass	gray	hair	hand	helped	hole	hot
hurry	last	leave	letter	maybe	men	mend	met
mud	near	noise	nose	nothing	nut	organ	outdoors
peep	pennies	penny	picked	picnic	picture	playing	policeman
puddle	pull	pulled	ribbon	river	robin	rolled	round
running	sell	shall	show	side	sing	sit	six
sled	someone	sound	step	stick	started	sun	talk
tell	ten	together	told	tomorrow	town	truck	turkey
twelve	undle	until	voice	wait	well	which	wife
wind	winter	woman	weed	word	year		

SIGNS

Suggested list of signs which it is important for a child to know:

Alley closed	Always be careful	Bell out of order
Beware	Boy wanted	Bus Station
Closed for repairs	C.O.D.	Count your change
Danger	Dentist	Doctor
Do not crowd	Do not talk to operator	Down
Drive slowly	Dynamite	Elevator
Employees Only	Employment Agency Office	Enter at front
Emergency Exit	Entrance	Exit
Explosive	Fare	Fire Escape
Fire Extinguisher	For Sale	For Rent
Found	Gasoline	Girl Wanted
Glass	Go Slowly	Handle with care
Hands Off	Have fare ready	Help wanted
High voltage	Hospital	Hunting not allowed
Inflammable	Keep Away	Keep Moving
Keep Off	Keep Out	Thin Ice
This Way Out	This Side Up	Use other door
Up	Keep to the right	Laborers wanted

Signs (continued)

Ladies Only
Ladies Toilet
Library

Listen
Live Wires
Look out for _____

Lost
Men's Toilet
Men Wanted

Next Window
No Admittance
No left Turn

No Parking
No Smoking
No Spitting

No Trespassing
Not responsible for ____
Office

One way street
Open evenings
Out

Out of order
Passengers are forbidden
Pay as you enter

Please
Poison
Post no bills

Private
Public Telephone
Post Office

Police Station
Pull
Push

R.R.
Railroad Crossing
Rest Room

Ring and Walk In
Safety First
School

Slow
Step forward
Street names

Street Closed
Stop
Terms Cash

Ticket Office
Warning
Wanted

Watch your step
Wet Paint

Sample Lesson Plans

My School

A unit for primary educable mentally retarded pupils.

Iris J. North

Lakeview School

" Do not despair to find his world so dark and devoid of the shining rays of imagination. God gave him you to help him light his candle, to hold it, to make his own shining way into the world."

My School

Introduction:

This is a short unit composed of five daily plans designed to orientate pupils into the school program at the beginning of the year. The three-fold purpose of the unit is (1) to evaluate the pupils ability and achievement; (2) to correlate the basic learning areas with the extra-curricular areas and (3) to give the teacher insight in order to establish innovations for individual pupil goals. The plans are detailed and may be extended to two weeks.

Objectives:

1. To teach names and duties of school personnel with whom pupils will be involved.
2. To teach the basic essentials of the social competencies.
3. To introduce the basic rules of health and safety.
4. To encourage the pupils to establish goals of achievement in the language arts area.
5. To acquire a general knowledge of the personality, character traits and major handicaps of the pupils.

First Day

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Language Arts To learn teachers' name. To learn to say teacher's name. To learn different titles for adults.	Point out written name of teacher on chalkboard, desk and entrance. Allow each pupil to say name. Find name written in three locations.	Show picture of a teacher. Word cards - Mr., Miss, and Mrs. Show word teacher and name of teacher with title.	Speak loudly and clearly. Learn to identify teachers and school personnel by name.
Numbers To recognize some number vocabulary words.	Direct pupils to give their impressions of school, using words to denote amount of things with which they are involved.	Pictures, objects and words denoting empty-full, few-many, light-heavy, less-more, none-some. Add or eliminate words.	Learn at least 3 of the number vocabulary words by sight.
Science and Health To wash hands properly to avoid germs. To eat properly.	This will be done at lunch time. Talk to pupils during lunch about good eating habits and eating the right food. Show film after lunch.	Film You and Your Food Filmstrip Eat For Health Pictures of food Cafeteria facilities	Washing hands before meals will kill germs. Chewing food properly is important to good health.
Social Competencies To introduce good table manners.	This wil. be done mostly at lunchtime in the school cafeteria. Show or direct table manners. Use of courtesy words - please and thank you.	Cafeteria facilities and equipment. Film Everyday Courtesy.	Pupils become aware of facts that people eat properly and are courteous to each other.

First Day (continued)

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Physical Education To learn sense of direction. To walk quietly, and properly in hall.	Arrange pupils in line in a certain position. Demonstrate and have pupils walk or stand or sit correctly in cafeteria - halls - play ground.	Cafeteria facilities. Playground. Word cards Left - Right with pictures.	Pupils learn to walk in a straight line and walk quietly.
Art and Music To get basic concept of portraying objects and things.	Have pupils draw and paint picture of school. Draw a picture of the teacher. Demonstrate on large sheet of paper.	Newsprint - large sheets, chalkboard, tape, mixed paint, crayons.	Establish general concept of how a building looks. Pupils learn to portray people with arms, legs, eyes and etc.

Second Day

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Language Arts To learn the name of our school. Learn the names of classmates.	Review name of the teacher. Read to pupils "Big New School - How Schools Help Us". Introduce name of our school. Exhibit pictures of school (with name). Exhibit pictures of teacher. Introduce principal. Say his name.	Art work done previous day. The school principal (if possible) Book Big New School How Schools Help Us	Pupils gain sense of achievement with exhibition of art work They gain a sense of security. They gain self reliance in being able to identify school personnel.
Numbers To learn more number vocabulary. Words denoting amounts.	Review words of previous day. Introduce more words denoting amounts of things and measures of time.	Pictures, objects and word cards denoting amounts and time of day. same-all 8 o'clock narrow-wide 12 o'clock enough 2 o'clock	Pupils should have learned to identify by sound and meaning at least 6 number vocabulary words.
Science and Health To learn safety rules of school and patrol.	Review work of yesterday. Show filmstrip on Safety At School. Encourage pupils to discuss safety practices and rules.	Filmstrip Safety to and From School. Safety pictures Safety posters Safety word cards Pictures of policeman - patrol.	Pupils get general idea of importance of safety. Learn some of safety rules.
Social Competencies To learn to share and cooperate.	Correlate this activity with P.E. activities. Show filmstrip, walk quietly to play area, listen to directions of games.	Filmstrip Safety on the Playground. Relay game devices, whistle, balls.	Pupils learn importance of getting along with other pupils and other people.

Second Day (continued)

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Physical Education To learn to share and cooperate.	Watch leader for directions. Do simple warm-up exercises. Play simple relay games. Learn signals for lining up going inside, etc.	Jump ropes, plastic jars, and other materials that seem feasible.	Pupils learn importance of sharing, taking turns, being kind and helping others.
Art and Music To learn about musical instruments in class room. [illegible] about records, [illegible] player, television concert.	Listen to music or records. Do interpretation of music with feet, hands, bodies. Discuss use of TV record player and tape recorder.	Records Record player Simple musical instruments Tape recorder TV	Pupils are introduced to art of listening. Learn the uses of the various audio equipment in the classroom.

Third Day

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Language Arts To learn other school personnel. To know duties of all personnel.	Review names of all people learned - teachers, principal, pupils. Introduce and discuss other school workers - nurse, secretary, janitor, maids, cafeteria workers, classroom aids. Encourage use of titles to all adults.	Pictures of community helpers including school personnel - classroom aids, school nurse, secretary, cafeteria workers. Book How Schools Help Us	Pupils introduced to all personnel that will be important to functioning of school.
Numbers To count numbers of people. To associate numerals with numbers.	Show chart with small figures or any substitution for people. Or use figures of people cut from construction paper. Pupils will use these and devise counting games of their own.	Counting devices Paper figures of people.	Pupils will easily associate numbers with numerals if actual people are represented. They will rapidly absorb the number concept up to 10.
Science and Health To review safety rules. To introduce school nurse.	If possible have school nurse come to classroom to talk to pupils (Alternative) Show filmstrip about community helpers that include nurse. Read story about nurse to pupils.	School Nurse Film Let's Be Clean and Neat Book I Want to be a Nurse	Pupils are expected to get a clear understanding of the duties and service of the school nurse and learn how to identify her by name - appearance.
Social Competencies To learn more about being courteous.	Discuss filmstrip shown previous day. Discuss filmstrip. Review all activities.	Pictures and film for review if possible.	Pupils will have general idea that rules, courtesy are necessary.

Third Day (continued)

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Physical Education Correlate with Social Competencies.	Review of all activities we have covered so far. Role playing - demonstrate do's and don't's of courtesy at school.	Simple props for role playing.	Fair play is an important thing to be learned at school and at home.
Art and Music To establish recognition of colors - primary and secondary	Pupils will paint food on large round circle to simulate food on plate. Encourage pupils to use widely contrasting colors.	Paints - mixes Large newsprint Brushes Newspaper to cover desks	Pupils will form an opinion that different colors of food belong on plates. Different colors of food provide variety in nutrition.

Fourth Day

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Language Arts To learn to name and identify classroom furnishings and equipment.	Have pupils name as many items in classroom as possible and identify as to appearance and use. Ex. This is a TV. It is a large TV. We look at TV to learn new things.	Allot classroom equipment - mimeographed sheets depicting pictures of classroom furnishings, etc. with names or labels under each.	Pupils will exhibit any unusual speech defects in saying same words. Pupils will recognize simple name words such as: door, desk, book, etc.
Numbers To learn to count as far as possible. To establish numerical meaning.	Pupils count desks - chairs and other groups of items. Introduce simple addition.	Furniture in room. Mimeographed sheets with groups of tables, chairs, etc.	Pupils learn to count, to identify and are introduced to sets of objects.
Science and Health To stress importance of keeping classroom and furnishings clean.	Assign small cleaning jobs to each pupil. Demonstrate how to dust, sweet, clean sink, etc. Let each pupil perform his task. Show film - Taking Care of Things.	Small broom - cleanser, dust cloths, wash cloths Film Taking Care of Things	Pupils assume a sense of responsibility and take pride in being able to do a job well.
Social Competencies To establish importance of cooperation and working together	Let pupils tell of some experiences at home relating to family cooperation. Show or demonstrate by role playing duties of each family member.	Pictures of family members and their duties. Reference book How Schools Help Us	Pupils will gain new importance of self as family member.

Fourth Day (continued)

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Physical Education			
To learn to share and cooperate as class member.	Appoint group leaders for certain periods of time. Make schedule with pupils Play group games on playground.	Balls, ropes and plastic jugs to use for relay games.	Pupils will get more experience in fair play and cooperation.
Art and Music			
To improve small dexterity. To reiterate principles of art learned thus far.	Pupils have free art period to draw and color anything they would like.	Chalk Crayons Large Newsprint	Pupils get more practice in using fingers as a preliminary exercise to improve writing.

Fifth Day

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Language Arts To reiterate all important names of people and pupils names.	Pupils will tell of all the people they know about at school. Teacher will write with pupils an experience story. Pupils will read and copy story.	Experience Story pre-written by teacher. Our School We like our school. We like our teacher. Our school is Lakeview. Our teacher is Mrs. North.	Pupils are given a chance to speak and write. Teacher is able to evaluate speaking and writing ability.
Numbers To review all number vocabulary words. To review numbers, numerals, and sets.	Word game using number vocabulary, words on separate cards. Pupils usually like to make up' games. Each group count their tables and chairs as sets.	Word cards with number vocabulary words - about 20 or 24. Little squares on number line to form dots.	This activity will lead to evaluation of numbers learned this week.
Science and Health To establish set of classroom rules for health and safety.	Pupils will think of rules for health and safety. Teachers will help them with a bulletin board on Health and Safety. Have a show and tell period about ideas for good health.	Safety pictures by students. Safety slogans made up by pupils. Bulletin board materials. Show illustrations.	Pupils will become more aware of the importance of good health and safety.
Social Competencies To establish set of classroom rules for school decorum.	Pupils will think of rules for school behavior. They may be written on chart or bulletin board. Pupils may like to demonstrate do's and don't's of school behavior.	Chart paper Magic marker	It is hoped that pupils are more prone to better behavior and are made more aware of the importance of good citizenship.

Fifth Day (continued)

Area and Objectives	Activities and Experiences	Resources and Aids	Generalizations Concepts Learned
Physical Education To observe pupils behavior in more situations.	Pupils will have a free play period outside - using balls, ropes and other physical education equipment.	Physical Education Equipment Balls plastic jars Jump ropes	This activity will enable the teacher to get a true picture of a child's ability to get along with others.
Art and Music	Pupils will draw with chalk, crayons and other pictures of teacher and school.	Chalk Newsprint Crayons	Pictures of school and teacher reflect to some extent child's good or bad impression of school and teacher.

Audio-Visual Aids (Available from Instructional Services).

Films

You and Your Food
Everyday Courtesy
Let's Be Clean and Neat
Taking Care of Things

Filmstrips

Eat for Health
Safety to and From School
Safety on the Playground

Books (to read to pupils)

Big New School
How Schools Help Us
I Want to be a Nurse

SCHOOL ----------Villa Heights

TEACHER ----------Joan Brown

GRADE LEVEL ----------Special Intermediate

DATE ----------May 26, 1969

Monday

8:15 - 8:45	Pupils sharpen pencils; get paper and other items organized for the day's work, while teacher checks attendance, lunch count, and collects fees.
8:45 - 9:00	Devotions Pledge of Allegiance Father We Thank Thee Sing other familiar songs with pupils
9:00 - 10:00	Reading Review of initial consonants b, c, d, f, g, h, and final consonants b, d, f, and g. After review a game is played that is called Guessing Game. One child is <u>it</u>. He selects some object in the room and tells the children it begins with the sound <u>b</u> or the letter <u>b</u>. The children respond by saying, "Is it a bee?" etc.
10:00 - 10:15	Restroom and break
10:15 - 10:45	Spelling Introduce five basic functional words for the week. The words are danger, explosive, beware of dogs, exit, and Bus Stop.
10:45 - 11:15	Writing (creative) Using a picture, let pupils make up three or four good sentences about the picture. The sentences are written on the board for pupils to copy.
11:15 - 12:00	Language Discuss snetences, what is a sentence, three kinds of sentences (statement, question, and command).
12:00 - 12:30	Safety Learning safety rules. The beginning of the year is the most appropriate time to write and discuss safety rules. Rules should be made pertaining to crossing streets, traffic lights, playing in streets, and obeying the school safety patrol boys and girls.
12:30 - 12:45	Preparation for lunch
12:45 - 1:05	Lunch

Monday (continued)

1:05 - 1:20 Storytelling time. Stories could be read from books, from individual experiences, imagination or familiar stories heard before.

1:20 - 1:50 Social Studies
Unit on Family Tree. Pupils bring their baby pictures and pictures of other members of the family. Discussion on full names, date of birth, birthplace and age of each pupil.

1:50 - 2:00 Restroom and break.

2:00 - 2:30 Physical Education. Exercises, racing and relays.

2:30 - 2:45 Clean-up and preparation for dismissal.

2:45 Dismissal.

Tuesday

8:15 - 8:45 Pupils get materials ready for the day's work, while lunch count, attendance check, and fees are collected by teacher.

8:45 - 9:00 Pledge of Allegiance
Father We Thank Thee
Sing other familiar songs.

9:00 - 10:00 Reading
Review initial consonants b, c, d, f, h, and final consonants b, d, f, and g. Make posters using pictures drawn by pupils, pictures from magazines, or color pictures from coloring books. Paste pictures on tag board, write initial consonants and the words on the tag board, such as b in boat.

10:00 - 10:15 Restroom and break

10:15 - 10:45 Spelling
Review five basic functional words. Teacher says words and pupils write them on paper to be checked by teacher.

Tuesday (continued)

10:45 - 11:45	Writing Divide pupils into two groups, those who can do sursive writing and those who manuscript. Work on letter formation, writing the alphabets, capital and small.
11:45 - 12:00	Language Review sentences kinds and definition.
12:00 - 12:30	Safety Review safety rules; make a chart to put up in classroom. As pupils say rules, teacher writes them on chart paper.
12:30 - 12:45	Preparation for lunch.
12:45 - 1:05	Lunch
1:05 - 1:20	Storytelling-time; teacher reads story.
1:20 - 1:45	Social Studies Unit on Family Tree, review names, ages, birthdates, birthplaces, addresses, telephone numbers and parents' names.
1:45 - 1:50	Restroom and break.
1:50 - 2:10	Physical Education. Exercises, jump rope, and kick ball.
2:10 - 2:40	Math. Basic addition facts.
2:40 - 2:45	Preparation for dismissal.
2:45	Dismissal

Wednesday

8:15 - 8:45	Pupils make preparation for the day's work while lunch count, attendance, and fees are collected by the teacher.

Wednesday (continued)

8:45 - 9:00	Devotion Pledge of Allegiance Father We Thank Thee Sing other familiar songs with pupils.
9:00 - 10:00	Reading Review initial consonants j, k, l, m, n, p, r, s, t, and w. Review final consonants k, l, m, n, p, s, w, and t. Continue work on posters until there is a poster for each initial consonant.
10:00 - 10:15	Restroom and break.
10:15 - 10:45	Put sentences on the board with the basic five functional words omitted. Have pupils write the sentences and put in the missing words.
10:45 - 11:15	Writing Teach pupils how to head a paper properly. Have large sheet of chart paper with the proper procedures for heading a paper. Check to see if each pupil heads his paper correctly, recognizing margins on best sides. This procedure is used the remainder of the year.
11:15 - 11:45	Science Seasons: Show fall pictures. Discuss fall, the changing of trees, what happens to seeds and how they are scattered.
11:45 - 12:15	Physical Education with P. E. teacher.
12:15 - 12:30	Discussion on the correct table manners.
12:30 - 12:45	Preparation for lunch.
12:45 - 1:05	Lunch
1:05 - 1:20	Story-telling time. Pupils tell stories today. Bring picture and make-up stories about the picture.

Wednesday (continued)

1:20 - 1:45	Social Studies Review. Have mimeograph paper with name, age, birthdate, birthplace, parents names and sex on it. Have pupils fill in this information.
1:45 - 2:00	Restroom.
2:00 - 2:30	Clean up
2:45	Dismissal

Thursday

8:15 - 8:45	Pupils prepare for the day's work. Lunch count, attendance checked, and fees collected.
8:45 - 9:00	Devotion Pledge of Allegiance Father We Thank Thee Sing familiar songs with class.
9:00 - 10:00	Reading General review of initial consonants. Play a game. Picture Game: Have pupils draw fall pictures (can be used for Halloween, Christmas, etc). Pupils put into pictures as many things as they can. They write in pencil underneath each object they draw the beginning sounds of that object.
10:00 - 10:15	Restroom and break.
10:15 - 10:45	Spelling Write spelling words on the board along with five very simple definitions of each words. Have pupils to write words beside the correct definition.

Thursday (continued)

10:45 - 11:15 Writing
Write on the board the poem Autumn Leaves or some other fall poem. Show fall pictures. Have discussion of fall, then have pupils write poem and learn to read it.

11:15 - 12:00 Language
Review kinds of sentences and definitions. Write sentences on the board and ask pupils to read the sentences orally. Have them tell if it's a statement, question, or a command.

12:00 - 12:30 Safety
Review safety rules. Read a story from a library book or health book on safety.

12:30 - 12:45 Preparation for lunch.

12:45 - 1:05 Lunch

1:05 - 1:20 Storytelling time. Let pupils tell stories.

1:20 - 1:45 Social Studies
Discuss the number of children in each family; how a family grows.

1:45 - 2:00 Restroom and break.

2:00 - 2:30 Math. Basic subtraction facts.

2:30 - 2:45 Preparation for dismissal.

2:45 Dismissal

Friday

8:15 - 8:45 Pupils make preparation for the day's work. Teacher collects fees, gets lunch count, and checks attendance.

8:45 - 9:00 Devotion
Pledge of Allegiance
Father We Thank Thee
Sing song with class

Friday (continued)

9:00 - 9:30	Library
9:30 - 10:00	Reading Start testing for reading grade level and regrouping. Use Dolch Word List or any other available tests.
10:00 - 10:15	Restroom and break.
10:15 - 10:45	Spelling Spelling test, teacher pronounces words and pupils write them on paper to be corrected by teacher.
10:45 - 11:15	Language - Have students write examples of the three kinds of sentences studied; two of each: statement, command, and question.
11:15 - 11:45	Read orally the poem, Autumn Leaves by Joyce Campbell.
11:45 - 12:15	Music with the music teacher.
12:15 - 12:30	Check to see if pupils are remembering the lesson on good table manners.
12:30 - 12:45	Preparation for lunch.
12:45 - 1:05	Lunch
1:05 - 1:20	Play Bingo
1:20 - 2:00	Social Studies. Discussion of families, activities parents share with children. List some places visited during the summer.
2:00 - 2:10	Restroom and break
2:10 - 2:30	Physical Education. Exercises, games taught by physical education teacher.
2:30 - 2:45	Clean-up and Dismissal Game. All pupils whose first (or last) names begin with the letter (or sound) R may get wraps. This can be played until all children are ready for dismissal.
2:45	Dismissal

Films

Films suggested in this guide can be obtained from the Audio-Visual Department of the Charlotte-Mecklenburg Schools. Catalogues listing films are found in the schools. Additional films can be obtained from Modern Talking Pictures, College Street, and from the Main Branch of the Public Library, Tryon Street.

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